DOCUMENT RESUME

ED 147 298 SP 011 929

AUTHOR Joseph, Louie S.
TITLE A K-12 Articulation Model for the Orange Unified School District.
PUB DATE Jun 77
NOTE 573p.; Ed.D. Dissertation, Nova University

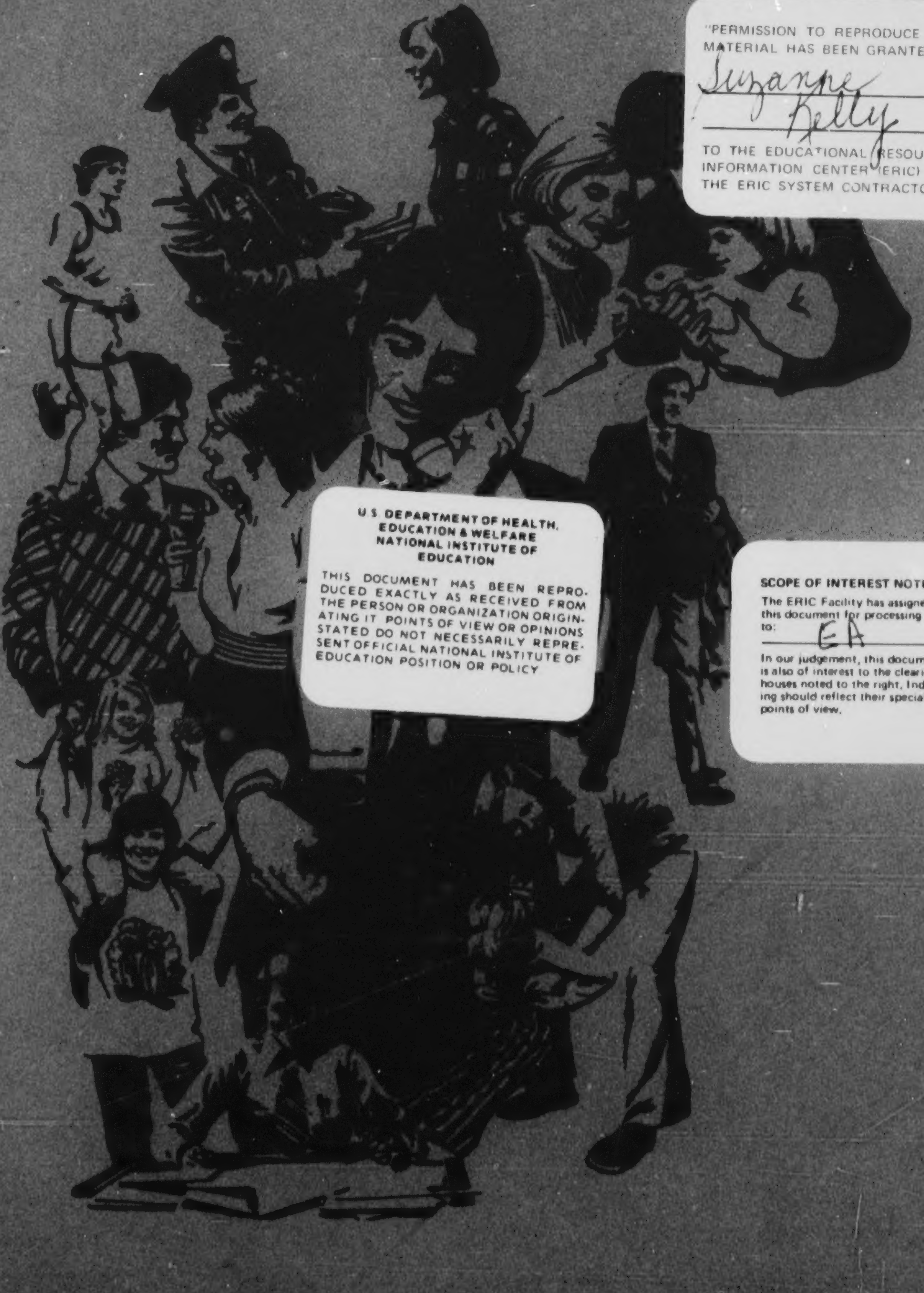
EDRS PRICE MF-$1.00 HC-$30.13 Plus Postage.
DESCRIPTORS *Articulation (Program); *Educational Improvement; *Elementary Secondary Education; *Models; Organizational Communication; Student Attitudes
IDENTIFIERS *Orange Unified School District CA

ABSTRACT

This Maxi II practicum documents the development of a model articulation process and the implementation of that process in the Orange (California) Unified School District. The model was intended to improve the continuity of student progression through the grades from elementary to junior high to senior high school. Primary concerns of the practicum author, and District administrators and teachers who participated in the project, were: school curriculum continuity, student confidence in the educational process, and staff communication, both grade-to-grade and teacher-to-teacher. (Author/MJB)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED147298



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Suzanne Kelly
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: EA | SP
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

011 939

A K-12 ARTICULATION MODEL

JUN 28 1977

NOVA UNIVERSITY
FT. LAUDERDALE, FLORIDA
NATIONAL ED. D. PROGRAM FOR EDUCATIONAL LEADERS

A K-12 ARTICULATION MODEL FOR THE ORANGE UNIFIED SCHOOL DISTRICT

A MAXI II PRACTICUM SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF EDUCATION

By
LOUIE S. JOSEPH

LOS ANGELES CLUSTER
DR. JACK JONES
CLUSTER COORDINATOR

JUNE 1977

ABSTRACT

This MAXI II practicum documents the development of a model articulation process and the implementation of that process in the Orange (California) Unified School District. The model was intended to improve the continuity of student progression through the grades from elementary to junior high to senior high school. Primary concerns of the practicum author, and District administrators and teachers who participated in the project, were: school curriculum; student confidence; and staff communication.

TABLE OF CONTENTS

Page

ABSTRACT ii

LIST OF TABLES AND FIGURES vi

INTRODUCTION 1

CHAPTER

1. OBJECTIVES 5

DEFINITION OF ARTICULATION 5

STATEMENT OF OBJECTIVES 5

1974 GRADUATE FOLLOW-UP SURVEY 7

INITIATING PLANS TO ACHIEVE OBJECTIVES 8

2. REVIEW OF THE LITERATURE AND VISITATION TO NEIGHBORING SCHOOL DISTRICTS 9

RELATED LITERATURE 9

VISITATION TO SCHOOL DISTRICTS 17

3. DEVELOPMENT OF THE ARTICULATION PROCESS 26

4. IMPLEMENTATION 31

OBJECTIVES 1 AND 4 31

Meeting with District Administration 31

Designation of Attendance Area for Implementation--Principals 33

Meetings with District Coordinators of Curriculum 42

Meetings with Teachers 46

CHAPTER Page

El Modena High School Articulation Plan .. 54

Villa Park High School Articulation Plan 56

Elementary and Junior High Articulation .. 58

Articulation Model and Process 60

OBJECTIVE 2 69

Elementary Course of Study 69

Film Usage 70

Supplementary Reading Materials 71

Social Studies Course of Study 72

Skills Assessment 74

OBJECTIVE 3 75

Orientation from Elementary to Junior High School 76

Orientation from Junior to Senior High School 82

Grade-Level Elementary Transition 90

5. EVALUATION 93

OBJECTIVES 1 AND 4 93

Classroom Teachers--All Levels 94

Elementary Teachers 95

Junior High Teachers 96

High School Teachers 97

Building Principals 98

Coordinators, D.D.C.'s and Reading/ Resource Teachers 98

Adoption by Superintendent's Cabinet 99

CHAPTER Page

OBJECTIVE 2 100

OBJECTIVE 3 102

Evaluation of Orientation Procedures--El Modena Attendance Area 104

Villa Park High School Attendance Area 105

McPherson Junior High School 107

Santiago Junior High School 109

6. CONCLUSIONS AND RECOMMENDATIONS 112

BIBLIOGRAPHY 118

APPENDICES* 121

A. GRADUATE FOLLOW-UP SURVEY 122

B. ORIENTATION AND ARTICULATION MATERIALS FROM OTHER DISTRICTS 125

C. OUSD MATERIALS RELATED TO OBJECTIVES 1 AND 4 204

D. OUSD MATERIALS RELATED TO OBJECTIVE 2 343

E. OUSD MATERIALS RELATED TO OBJECTIVE 3 416

F. OUSD MATERIALS RELATED TO EVALUATION OF PROJECT 465

---

*Turn to page numbers listed here for directions to specific materials within each section of the Appendix.

LIST OF TABLES AND FIGURES

Table Page

1. Visitation to the School Districts 19
2. Orange Unified School District Model Articulation Process 64

Figure

1. Orange Unified School District Functional Articulation Model 63
2. Staff Development 68

INTRODUCTION

For many years Orange (California) Unified School District administrators and teachers have recognized the need for better integration of educational experiences for students progressing through the educational levels from elementary school to junior high school to senior high school. That recognition, however, had never spawned interest in actually formulating a District strategy to improve such progression. Specific areas of neglect included:

1. Continuity in the curricular areas of mathematics, language arts and social studies.

2. Orientation of students from one level to another to ensure a continuing sense of confidence in themselves and in the educational institutions.

3. Establishment of a communication process to allow teachers and administrators at all levels to learn from and about each other.

In 1973 a new Superintendent decentralized the administration of the District's forty schools by dividing the District into four high school attendance areas. Two Area Superintendents were appointed, each of whom was given educational and supervisory responsibility for two attendance areas. The decentralization of services and division of responsibilities improved the channels of communication among school levels. It was apparent to the practicum author* that the time was right for the development of an articulation model which would be useful in eliminating the haphazard planning of the past and in creating an orderly design for the future with regard to continuity for students from kindergarten through high school.

To introduce the concept of articulation to the District, and to obtain data on staff concerns related to articulation, the practicum author surveyed four selected elementary schools, four junior highs and two senior highs during the 1974-75 school year. The following specific concerns were voiced by the staffs:

1. Sixty percent of the junior high school staff members wanted to know what is expected of their students at the high school level.

2. Ninety percent of the high school staff members expressed a need for coordination, communication, and cooperation with feeder junior highs.

3. Junior high science teachers wanted information on elementary school science curriculum.

4. Language arts teachers noted duplication in elementary, junior high, and senior high school instructional materials (e.g., textbooks, films).

5. Junior and senior high language arts teachers were troubled by the differences in instruction methods used at

---

*The practicum author is an O.U.S.D. Area Superintendent responsible for implementation of Board-approved instructional and special programs in the twenty schools under his direct supervision.

the elementary and junior high levels.

6. High school U.S. history teachers wanted to coordinate their subject matter with that taught at the eighth grade level, especially in relation to the U.S. Constitution units.

7. Some administrators expressed an interest in sharing K-12 resources, both personnel and funds, on an area level.

8. The need for improved student orientation during counseling, particularly in the areas of graduation requirements and available courses, was expressed by a majority of staff members surveyed.

9. Staff members indicated a belief that student experiences could be enhanced by improving teacher communication. Staff members felt that improved communication would permit a freer exchange of information on student needs among all three levels.

The underlying need revealed in the 1974-75 needs assessment was for improved continuity in K-12 educational experiences.

The practicum author spoke with students individually and in classroom groups on some of the subjects mentioned by the staff members. Student comments reinforced the author's perception of the need for teachers from different levels to talk with one another on a regular basis. It was thought that this communication would enhance the teaching process and would enable administrators and teachers to help students achieve appropriate levels of competence for smooth transitions to successive grades.

Student statements regarding repetition of films shown in social studies, English, and science courses, and repetition of reading assignments in English and history courses indicated that such duplication lowered students' enthusiasm for the courses. Some of these statements were echoed by teachers in the 1974-75 needs assessment survey. Counselors and teachers consistently expresses frustrations and fears similar to those stated by students advancing from elementary to junior high and from junior high to senior high. Many administrators, however, took the position that time and experience would change student "first impressions" of course content and materials. Although this position has a certain validity, administrators' obligations to improve student experiences should not be ignored.

Against the background of perceived need for articulation by administrators, teachers and students, the practicum author began activities directed toward realization of a model articulation process.

CHAPTER 1

OBJECTIVES

DEFINITION OF ARTICULATION

The first objective for the practicum author in conducting the Orange Unified School District's articulation project was to define the often indistinct concept of "articulation" in a way which could be accepted by a majority of District personnel. The term "articulation," as used throughout this report of the practicum project, is defined as: the process of ensuring continuity for students as they pass from elementary to junior high to senior high school so that an ongoing, logically connected, and gradually more complex learning experience can result.

STATEMENT OF OBJECTIVES

The Orange Unified School District's forty schools are divided into four K-12 attendance areas. One of these attendance areas (El Modena) was selected for implementation of the model process. The practicum and project objectives as developed by the practicum author are as follows:

Objective

1. By May 1976, with the assistance of District and

site administrators, curriculum coordinators and teachers, a K-12 process for articulation will be developed, adopted by the Superintendent's Cabinet, and implemented in the El Modena High School attendance area of the Orange Unified School District.

Measurement Method

The success and effectiveness of the model will be measured by a random survey of the staffs in the elementary, junior, and senior high schools in the El Modena attendance area.

Objective

2. During the development of the K-12 articulation process, the needs expressed by faculty members during the 1974-75 school year will be discussed and explored, and recommendations for solutions will be developed.

Measurement Methods

a. Completed course of study for elementary grades.
b. Completed reading and film list.
c. List of revisions and method developed to share materials.
d. List of items discussed and resolutions recommended to be listed.
e. Random survey of junior high school staffs.

Objective

3. By the end of the 1975-76 school year, K-12 orientation plans will be developed and implemented for registering and orienting students, and for instilling a sense of confidence and continuity in students progressing from elementary to junior to senior high school.

    Measurement Method

    Eighty percent of students and ninety percent of staff members surveyed will indicate approval of the orientation procedures.

Objective

4. By May 1976, with the assistance of those participating in development of the articulation model, a communication process will be developed to promote and enhance teacher-administrator relationships.

    Measurement Methods

    a. Acceptance and adoption of the model articulation process by the Superintendent's Cabinet.
    b. Acceptance and adoption of the model process by 70 percent of the building principals.
    c. Random survey of 50 percent of teachers and administrators to list improved relationships.

1974 GRADUATE FOLLOW-UP SURVEY

The District conducted a follow-up study of the 1974 high school graduates as an aide to assessment of the guidance and counseling program. The results of the study were significant to the articulation project as they substantiated the practicum author's impressions of the lack of assistance provided to students by the counseling staff in planning educational and career programs. A total of 996 graduates were surveyed. The survey questions pertinent to this project report are reproduced in Appendix A (refer to items 10, 19, 20 and 36).

The practicum author believed that improved level-to-level orientation practices would help meet the need for improved counseling services in the area of student selection of high school courses, would increase contacts between students and counselors, and would enhance the positive influence counselors can have on students.

INITIATING PLANS TO ACHIEVE OBJECTIVES

With the assistance of the Superintendent's Cabinet, twelve building principals in the El Modena High School K-12 attendance area, District coordinators of mathematics, science, social science, and language arts programs, and classroom teachers, the practicum author began work on the articulation model. The key participants in executing the model were to be the building principals and the Area Superintendents.

CHAPTER 2

REVIEW OF THE LITERATURE AND VISITATION TO NEIGHBORING SCHOOL DISTRICTS

This chapter discusses two different, but related, aspects of research conducted by the practicum author: review of literature related to articulation; and articulation information gathered during visits to neighboring school districts.

RELATED LITERATURE

A considerable amount of professional literature is devoted to vertical K-12 articulation; however, most of the literature deals with articulation theory and little with practical application. The amount of literature does reflect the increasing interest in articulation in an era of specialization and consequent departmental, grade level, and staff separation in education. The practicum author's own experience has revealed a fragmentation of the total education continuum into administrative partitions of grade levels, building units, subject matter departments, and separate district organizational units.

The literature reviewed underscored the author's impressions that too often the elementary teacher is completely isolated from the secondary program, the secondary teacher demonstrates little concern for what occurs at the elementary level, and the senior high school teacher usually feels that little teaching-learning has occurred in the child's junior high experience. This impression is often echoed by the junior high or middle school teacher in his evaluation of work done at the lower levels. The college instructor, in turn, feels free to condemn teaching done at all previous levels.

The Commission on Schools, North Central Association, has stated that the poor state of vertical articulation seems to fall into four distinct areas:

1. Teacher education programs have not done their work in preparing teachers to effect meaningful articulation.
2. Administrators have not shown proper leadership in bringing about the articulation of the total educational program.
3. Guidance personnel have not properly identified their roles in promoting school articulation so that individual student adjustment and achievement problems can be lessened.
4. The classroom teacher finds it very easy to teach within the confines of four walls of the classroom with little concern for what happened previously in the educational experience of the child or what

will happen in the future.

Edwin Juckett reported a successful plan to reduce articulation problems between elementary and junior high schools. The plan was largely confined to grades 6 and 7, and some of the methods were described as follows:

1. Teachers from grades 6 and 7 met at least three times each year for discussion and work sessions.
2. Elementary and junior high teachers exchanged classrooms for a few days each year.
3. English and reading curriculum guides were completed for grades 6 and 7.
4. Sixth grade teacher-prepared reports on each child were forwarded to the seventh grade teachers.
5. Each sixth grade classroom selected a student representative to go to the junior high school for a day and to report back to the class on his observations and reactions.
6. Sixth grade music groups presented a Christmas concert at the junior high school.

Throughout, Juckett's report stresses the importance of teacher planning, initiative, cooperation, and understanding in making articulation work.[1] He emphasizes teachers visiting one another at the different grade levels in order to promote a smoother flow of educational experiences in the classroom. Undoubtedly because the teacher is the one person closest to students' educational experiences, visitations and meetings of teachers were included as vital to most articulation programs described in the literature.

---

[1] "A Pleasant Bridge in the Hyde Park Schools," Clearing House, XXIX (October, 1954), 81-83.

Much of the literature noted the failure of teacher education institutions to train teachers properly for coping with articulation. Ernest L. Hunter stressed this idea in his article, "Articulation for Continuity in the School Program," and gave some reasons for the existing articulation problem:

1. Failure of teacher education to develop a sensitivity to problems at various levels.
2. Failure of college faculty to understand and emphasize the interrelationships among the disciplines.
3. Inadequate attention in teacher education programs to principles of child and adolescent development and to the various theories of learning.
4. Inability or unwillingness of teachers to determine what is being taught at other levels.
5. Failure to plan curriculum on a K-12 basis.
6. Shortsightedness of administrators in recognizing the problems of articulation.

Hunter gives the following suggestions for improved articulation:

1. Coordination and cooperation of administrative levels.

2. System-wide curriculum planning.
3. Inservice plans for teacher exchange.
4. System-wide coordinators.

Hunter points out that the main reason for poor articulation is the widespread lack of understanding by teachers of the problems encountered by their colleagues at different levels. He states that the situation can be remedied if members of the teaching profession desire to exert the effort.[2]

Stephen A. Romine stresses the importance of the classroom teacher in his article, "Articulation: A Look at the Twelve Year Program." He states:

> If a private, creative enterprise were operated with no more articulation and cooperation than typically characterizes American education, it would soon fail or go bankrupt. Schools should review the losses (both economic and human) that result from their inefficiency in achieving effective articulation.
>
> It is not enough for each grade level to do a good job independently; the instructional program must be coordinated and be a continuing effort. Some of the factors that need to be considered are:
>
> 1. The learner is really the only element that extends throughout the K-12 program. Most of what we do focuses on the environment around the learner. We need to do more about those things within the learner.
> 2. The factor that receives too little attention is the teacher. Altered schedules, K-12 curriculum guides, and articulation policies may be good, but it is all to no avail if the teacher does not function effectively in bringing about articulation.
> 3. Curriculum development is usually a piecemeal activity at best. In most cases the

---

[2] The National Elementary Principal, XLXI, 3 (January, 1967), 58-60.

individual teacher works on it without much guidance other than the adopted text.

4. Too many courses have recently been 'pushed down' to lower levels to make room for advanced placement programs in the senior high school. This frequently is done without any appraisal of their intrinsic value at any level.

Romine suggests that many of the problems would be lessened if "we would place more emphasis on learning and less on teaching." He continues:

> Upper levels (junior and senior high schools) cannot rely on the elementary school to develop all the skills of learning that are necessary for success in school. Teachers, administrators, and guidance personnel must work together within their schools and with the other educational institutions in the community to make articulation a reality.[3]

A. D. Charles surveyed 72 junior and senior high school principals and teachers in St. Louis, Missouri, and reported his findings in an article entitled, "Achieving Articulation of Subject Matter." His study revealed that about 50 percent of those surveyed considered articulation of the curriculum a major problem, with senior high personnel considering it more important than junior high personnel. Forty-two principals listed the following problems in articulation:

1. Lack of time for teachers to meet.
2. Lack of supervisory personnel.
3. Lack of money.
4. Frequent curriculum changes.
5. Senior high attempting to dictate to the junior

---

[3] The North Central Association Quarterly, XI (April, 1961), 274-277.

high. (Coincidentally, in discussions with teachers at different levels the author was frequently told that the senior high dictates to the junior high, especially at the principal level.)

Charles' survey indicated the following ways to promote articulation:

1. Develop a common philosophy of objectives.
2. Organize a curriculum department for the system.
3. Hold workshops between units.
4. Use inter-visitation of teachers.
5. Coordinate the guidance program.

The article also stressed the concept that good articulation minimizes conflicts and readjustment problems. It also aids in reducing failures and drop-outs.[4]

Fred T. Wilhelm contends that:

> The educational and societal changes today make it more important than ever that elementary and secondary principals work more closely together, not only on curricular problems but also in facing those stresses that evolve from teacher militancy and contract negotiations. In the face of mounting problems, it is questionable that one group of educational leaders can go it alone. Hence elementary and secondary school principals must band together with other educational leaders to exert their maximum force on behalf of good education for all youths.[5]

Regarding the broad meaning of articulation, Thomas Sobel insists that "the real articulation problems in our schools are not the 'gaps' in the content of the subject matter but the 'gaps' in society." He points to the widening gulf between the "haves" and the "have nots" as well as between the Blacks and the whites. He points also to the yawning gap between school and life. Still another rift, according to Sobel, found in schools is between intellectual (cognitive) emphasis and the expression and development of feeling and intuition. There are many methods by which the school system can lessen these gaps, but no method will work without extensive planning and continuing effort.[6]

---

[4] School and Community, LIV (February, 1968), 16.

[5] "Elementary and Secondary School Principals--Partners in Pressure," The National Elementary Principal, XLVII, 6 (May, 1968), 75-79.

In summary, the literature devoted to K-12 articulation emphasizes the following points:

1. Too little attention is given to the teacher, who is closest to the learner. There is a great need for teacher planning, initiative, cooperation, and understanding to make articulation work and to achieve desirable educational outcomes. Teachers need to interact with one another and to visit different grade levels.
2. Administrative leadership in recognizing problems and bringing about articulation is lacking.
3. Teacher education institutions are failing to develop awareness and understanding of articulation problems at various levels.
4. A need exists for teacher inservice sessions

---

[6] "The Broader Meaning of Articulation," Phi Delta Kappan, LIII (September, 1971), 25-29.

dealing with articulation.

5. There is a need for system-wide K-12 curriculum planning and development, and for system-wide coordinators of such planning and development.

VISITATION TO SCHOOL DISTRICTS

A number of school districts were visited by the practicum author, and staff members were interviewed to elicit their views on articulation. All expressed a desire and need for development and implementation of articulation processes within their districts. Unfortunately, individuals interviewed at various schools were nearly unanimous in stating that a textbook selection committee and a few groups working on curriculum development were the extent of efforts to implement meaningful articulation in their districts. The following K-12 unified school districts were visited: ABC, Arcadia, Beverly Hills, Capistrano, Placentia, and Santa Barbara. Two high school districts, South Bay and Victor Valley, were also visited. In addition, visitation was made to Valley Christian High School, a small parochial high school.

Table 1 indicates the various schools' emphasis on articulation in the following areas:

1. Definition of articulation.
2. School model or process.
3. Curriculum and instructional process.
4. Orientation of students to the next level.

It was disappointing to visit nine school districts in Southern California and to find not one that had an articulation model or process. Basically, the visitations to the school districts revealed an attitude of "we need to articulate, and we should make it a priority or work on it next year." No person or division seemed willing to assume the responsibility for making articulation a reality, ensuring sequential learning experiences as students progress from one level to another.

Based on information gathered from the districts visited, the general rule seems to be that each class and each level are separate entities, concerned only with what occurs in the single sphere. Most districts indicated that there is a need to eliminate this practice and to have teachers communicate with one another.

Administrators indicated that it was extremely difficult to conduct adequate supervisory visits to the classrooms to evaluate staff members. The myriad of "administrivia" hindered their leadership in implementation of meaningful articulation. In the school districts visited, little, if any, district direction was being given to the individual schools in the area of articulation.

Table 1

Visitation to the School Districts

District	Definition of Articulation	School Model or Process	Curriculum and Instructional Process	Orientation of Students
ABC Unified School District K-12	Smooth transition for students from year to year through school years--academically and socially.	No plan on paper, operate under zone administrators.	District-wide committee work on specific areas of need. On a zone basis, high school department chairpersons are encouraged to meet with junior high and elementary--some do.	a. Junior to Senior High - Counselors visit jr. high in February with registration materials. Summer orientation meetings with parents results in contact with approximately 50% of parents. On Friday before school opens, an assembly and campus tour is held for incoming 8th and 9th graders. A brochure of information is prepared for 9th graders (see Appendix). b. Elementary to Junior High - Counselors visit 6th grade at elementary school and send home to parents a bulletin of what is offered at the junior high schools. Students all take the same classes in junior high, so there is not a need for a general meeting of parents.
	(ABC Unified feels they do not articulate well and feel a strong need for improvement in this area. No one has ever emphasized it at any level.)			
Arcadia Unified School District	The transition from one level of subject matter to another. Some of the factors generally included in the concept of articulation are orderly sequence of material used; sequence of difficulty of materials used; and the cor-	At the present time, the Arcadia School District does not have a model in process for articulation. However, we too would be extremely interested in securing one. We are not studying this area as a district problem.	At present, a district council which has evolved more as a policy-making body than articulation group. The main emphasis on articulation is done through K-12 committees in special subject fields. This district has no curriculum coordinators in any subject fields because of the size. Therefore, teachers and administrators must find ways to meet together to deter-	a. Elementary to Junior High - The usual practice of sending the jr. high school counselors to the elementary schools for programming and orientation, as well as meetings with parents and administrators, has provided the most successful transition. b. Junior High to Senior High - Basically, the same technique, with the addition of student orientation held at the high school a month or so before graduation.

Table 1, continued

District	Definition of Articulation	School Model or Process	Curriculum and Instructional Process	Orientation of Students
(Arcadia Unified School Distr., cont'd)	rect placement of the student. Articulation can be between teachers within a dept; depts. within a school; schools within a district; and so on up through higher education.	However, we do have two committees going in the subject field of English and mathematics.	mine curriculum material such as textbooks or to plan new courses with counterparts at the various other levels.	
Victor Valley Union High School District	The exchange of ideas, philosophy, curriculum and educational techniques in order to establish a continous educational program for the student so that he may develop his potential to the highest degree.	We are now working on it.	We have used K-12 meetings in English at our high school. Department heads are the curriculum council at our high school. Assistant principal works with junior high school and junior college with department heads.	High school counselors are sent to the junior high for programing and orientation.

Table 1, continued

District	Definition of Articulation	School Model or Process	Curriculum and Instructional Process	Orientation of Students
Valley Christian *** Small Private Religious High School	Understanding --fully aware of what is happening and being able to define it in common terms.	Does not have one.	Administrators' councils, curriculum committees for each area.	a. Elementary or Junior High to High School - We meet with 8th graders, help them schedule, send information home, and, besides, we are small and the junior high attends all our games, plays, etc.
Placentia Unified School District	Articulation has to do with coordinating curricular skills K-12.	Internal articulation within a sch. and grade level was the responsibility and role of the principal which is one of my postulates. They attempted a conclave of teachers and administration which ended in a disaster. The H.S. talking down to the Jr.H. and Jr.H. talking down to Elem. It involved too many people with negative feelings.	Work with individual principals and schools and ask high school department chairpersons to meet with jr. high department and for Jr. high department chairpersons to meet with reps. of 6th-grade teachers to begin an interaction on curriculum concerns as well as implementing a skill continuum in all subject areas.	The orientation of students from one level to another is left to the individual school. The method used in the three high schools and six junior highs is fairly consistent. The sending of counselors to register and explain course offerings to the 8th graders and 6th graders. There is a great amount of concern given to enhancing the orientation of students, so they feel accepted. They feel this will occur in the ordinary process of attendance after the first few weeks of attendance. (Success of articulation has occurred with K-3 primary levels in the State E.C.E. Program. This has been noted in our district.

Table 1, continued

District	Definition of Articulation	School Model or Process	Curriculum and Instructional Process	Orientation of Students
Santa Barbara Unified School District	Have a defined scope and sequence in the curriculum.	We are presently completing a study at the secondary level. Will furnish materials when available to you.	Assistant Superintendent/ Secondary Education works with department heads from all schools. Department heads work with their staffs. Proposals developed and submitted to curriculum council and secondary principals. Assistant Superintendent develops recommendation for Superintendent. Review by staffs and citizens' advisory groups and to Board for action. We have a textbook committe, but its composition is not articulated. We are working on it.	a. Elementary to Junior High - With difficulty!! We are in the process of junior high-elementary school staff meetings on a "feeder school" basis. Joint decisions to be made. b. Junior High to Senior High - Same as above. Comment by Superintendent: "This is (articulation) something we talk about but have fallen far short of achieving. The best laid plans can fall apart if personnel--are not supportive. A defined monitoring and evaluation process has to be developed."
South Bay High School District	The interworking relationship between individuals or agencies involved in and concerned with (1) programs (2) product.	Do not have one.	Each school has an educational council and department heads that work within the school. Each school sends reps. to the district committees. There is no textbook committee.	a. Junior High to Senior High - Summer school, 8th grade night, athletics, tours, districts meet together, mail home items and junior high visitations.

Table 1, continued

District	Definition of Articulation	School Model or Process	Curriculum and Instructional Process	Orientation of Students
Capistrano Unified School District	In a discussion with the Director of Curriculum, and Instruction of Capistrano Unified, he indicated they did not have an articulation process or model.		They implemented a Staff-Community involvement model for decision-making in district curriculum and instructional matters. It was an elaborate participation management process. One of its purposes was to provide a structure to allow articulation within a level as well as between levels. The decision-making procedures are designed to facilitate interaction within the organization, which is a primary prerequisite for articulation to occur, but this model was created basically to allow curriculum development and program evaluation.	They sent counselors to the junior high schools and elementary schools to register and expand on the programs at the next higher levels. They also sent home information to the parents in printed form. The Appendix will include the decision-making policy of this district as it is an articulated organization and may be of use to school districts (see Appendix).
Beverly Hills Unified School District	Sequential K-12 learning skills and coordinated K-12 scope and sequence in curriculum.	K-12 curriculum continuums	Teachers, curriculum coordinators and administrators at K-8 level and 9-12 level working together to develop K-12 curriculum guides.	An outstanding orientation program of bringing the 8th grade student to the H.S. was in operation in the Beverly Hills Unified School District. (1) Involvement of School Department Chairpersons. They began with involvement of department chairpersons and early notification in Dec. of what materials and input they wished in the 9th-grade bulletin. Scheduled dates for orientation to the elementary schools as well as a calendar for 8th-grade planning given to early chairpersons (see Appendix).

Table 1, continued

District	Definition of Articulation	School Model or Process	Curriculum and Instructional Process	Orientation of Students
(Beverly Hills, cont'd)				(2) Notification Elementary Principals. Letter to principals and counselors of the elementary schools followed with notification of scheduled dates for programming parents' night and other pertinent information was sent. Articulation cards to be filled out by the elementary school for each student's progress and academic ability was included in the information sent to the elementary counselor. This card assisted in placement of students at a correct level of ability (see Appendix). (3) Materials for Registration. A list of materials necessary for visits to the elementary schools is given to each high school counselor as they prepare for their visitation and conferences with small groups of students. Counselors will also schedule individual conferences at request of student, parent, or counselor-parent's night. Coffee hours with parents and grade-level workshops for students. In addition, department chairperson will talk with students during this visitation time. (4) Parent's Orientation Night. A parent's orientation night is scheduled for parents and students, at which time the department chairpersons review the 9th-grade course offerings. Counselors then visit each elementary school for three days to allow 30-minute parent conferences to be arranged This meets with a great amount of approval from parents, as they are able to plan with their students the next four high school years.

Table 1, continued

District	Definition of Articulation	School Model or Process	Curriculum and Instructional Process	Orientation of Students
(Beverly Hills, cont'd)				A packet of information is prepared and given to each parent as well as a brochure of information given to each 8th-grade student. The Beverly Hills articulation program for orientations for 8th and 9th grade represents a very thorough educational planning program for their students. This is an excellent model for other districts to pattern (see Appendix).

CHAPTER 3

DEVELOPMENT OF THE ARTICULATION PROCESS

The development of the articulation process was aided by considerable input from principals, teachers, curriculum coordinators and students. A needs assessment conducted during the 1974-75 school year and administered to selected school staffs revealed many areas in which an articulation process would have a beneficial effect.

The first step in designing the process was to seek the District Superintendent's approval of the project and to solicit his ideas on articulation. He indicated that articulation would be the major target of the District's staff development plans for the 1976-77 school year, and he was enthusiastic in his support for the practicum author's project.

Based on ideas gleaned from the literature reviewed and the opinions of the administrators at the schools visited, the practicum author decided that teachers should be emphasized in the articulation design. The close relationship of teachers to the educational experiences of students was mentioned often in the literature studied as an untapped resource in the articulation field. Although most of the articles reviewed offered sound philosophy, not many offered practical advice. Two which did, however, were those by Ernest L. Hunter and Edwin Juckett. The practicum author decided to incorporate Hunter's and Juckett's ideas on developing a K-12 continuum into the OUSD plan. Other ideas derived from the literature were publishing a skills list for the benefit of the staffs, and using committees of teachers to apprise high school staffs of what to expect from junior high students.

Meetings were scheduled with K-12 administrators throughout the year to identify needs and to establish various methods for a coordinated articulation effort. In these meetings, site administrators emerged as the most likely channels through which an effective articulation program could result.

At a junior and senior high school teacher conclave, the subject of better teacher-to-teacher, grade-to-grade communication was introduced. This meeting underscored the need for articulation, as it made teachers aware of misunderstandings of their colleagues' efforts, or reduncance in instructional materials used at several grade levels, and of the general lack of knowledge about what occurs and is expected of students at each grade level.

Another outcome of this successful meeting was the interest expressed for bringing elementary and junior high school teaching staffs, especially sixth grade and junior high teachers, together to discuss articulation. Such a gathering was held, on a more informal basis than was the previous conclave, with similar results.

Along with the interschool problems discussed by the teachers, intraschool problems also surfaced. Poor articulation processes were the norm within District elementary, junior, and senior high schools. Therefore, the scheduling of school meetings to discuss articulation and to determine how to achieve articulation within individual schools was established as a project priority.

To initiate the intraschool articulation meetings, the practicum participant met twice with the District math, social studies, and language arts coordinators* to discuss their understanding of and perspectives on articulation. Throughout the year, meetings were held with the coordinators to ascertain what effects they felt the articulation process was producing. At the conclusion of the school year, a meeting of all the District coordinators and school department chairpersons was planned to evaluate the process. These were the individuals responsible for the success of curriculum articulation. A course of study developed for grades K-8 was distributed to all elementary teachers and to all department chairpersons at the junior high school level. This allowed for interlevel awareness of course content and skill goals in the different grades.

---

*The Orange Unified School District employs coordinators for the curricular areas of language arts, math, physical education, science, and social studies. These coordinators are responsible for K-12 curricular continuums in their subject areas. There are no District coordinators or department chairpersons for grades 7-12 in other subject areas. The coordinators are teachers who are released from their instructional duties for two or three periods per day to fulfill their other assignments. Besides the interschool coordinators, each school has chairpersons of the departments concerned with the four subject areas.

To assist in the orientation of students to new grade levels and school environments, junior high school counselors and student "ambassadors" visited the elementary schools, and elementary school students visited the junior highs. This visitation plan was to help instill a sense of confidence, well-being, and familiarity with their next educational step in the elementary school students.

In order to make an articulation connection between the junior high and senior high school levels, the support of two high school attendance areas was enlisted. In addition to sending counselors and department chairpersons to the junior high, members of the junior high staff went to the high school for an afternoon visitation program.

Evening orientation programs were held for the parents of incoming seventh and tenth grade students in the junior and senior high schools. These programs stimulated parent interest and support, and were used to disseminate information intended to help parents assist in articulation.

As part of the long-range articulation design, a six-year educational plan was developed and implemented to orient seventh graders and high school sophomores to their new environments, and to help them set goals and plan for their futures. The practicum author planned to survey the students in late September to determine how effective the new articulation procedures were in instilling a sense of confidence in students progressing from elementary to junior high to senior high school levels.

Involvement of school administrators, District personnel, teachers, and students throughout the year was integral to the design. The articulation process needed across-the-board support to be successful.

The model was submitted to the Superintendent's Cabinet for review and adoption. The Superintendent presented the concept to the leadership team of the District for implementation in the District. The model was to be field tested in all attendance areas during 1976-77, and was to be evaluated and refined as necessary at the end of the school year.

CHAPTER 4

IMPLEMENTATION

Implementation of the four objectives introduced in Chapter 1 of the practicum is discussed in this chapter.

OBJECTIVES 1 AND 4*

Objective 1: By May 1976, with the assistance of District and site administrators, curriculum coordinators and teachers, a K-12 model articulation process will be developed, adopted by the Superintendent's Cabinet, and implemented in the El Modena High School attendance area of the Orange Unified School District.

Objective 4: By May 1976, with the assistance of those participating in development of the articulation model, a communication process will be developed to promote and enhance teacher-administrator relationships.

Meeting with District Administration

Considerable enthusiasm was expressed by the Superintendent, the Deputy Superintendent, and the Director of Curriculum and Instruction when the request to develop a model articulation process was presented by the practicum author. Two of these three individuals headed a District committee on articulation during the winter of 1972. The Deputy Superintendent was chairperson of the committee. During the time the committee met, the Director of Curriculum and Instruction was an elementary school principal serving on the committee. A request was made by the committee that the District principals express their concerns and determine their needs with regard to articulation. One principals meeting on the subject was held in January 1973. That meeting, however, was both the beginning and the end of any real action on articulation until recently.

---

*Objectives 1 and 4 were approached as a single unit, as it had become obvious during the development stage that communication was an essential ingredient in articulation.

Despite District inaction on articulation, the Superintendent continued to indicate his desire for a viable District articulation process. He felt that a grassroots approach, with an emphasis on teachers meeting and talking with each other, would be the ideal heart of such a process. The committee on articulation was asked to reinitiate action in this area, and in 1975 the District started moving ahead on articulation.

At a planning meeting, the Deputy Superintendent defined articulation for the committee as: "educating teachers to the program of instruction that is designed for a student's continuous progress with a minimum of duplication of material and accomplished effectively by planned communication." The Director of Curriculum and Instruction added that "articulation is the smooth flowing of experiences and interfacing--not overlapping or repetitive information."

It was decided at this meeting that the curriculum coordinators and department chairpersons should have three to four planning days to discuss curricular aspects of articulation. Principals, assistant principals, and reading/resource teachers were to participate at these planning sessions. (See Appendix C-1 for specifics on the sessions.)

The role of District administrators in the process needed clarification. The Superintendent indicated that the District was to identify areas and to give leadership and direction. Responsibilities for implementation rested with the Area Superintendents, the principals and the teachers.

Designation of Attendance Area for Implementation--Principals

In April of 1975, as a senior high school principal, the practicum author attempted to do some serious planning to develop attendance-area articulation. A meeting with the three feeder junior high school principals was held (see Appendix C-2) to brainstorm on ways to establish a beneficial articulation process. The outcomes of the meeting were as follows:

1. There was general agreement concerning the need for an articulation model and for that model to become a reality.
2. There was a need expressed for decentralizing all

facilities and resources into attendance areas in order to have effective K-12 articulation.

3. It was decided to ask Dr. Jenkins, the Area Superintendent, to attend the next meeting to share in the dialogue and to give his concept of a K-12 articulation model.
4. The next meeting was scheduled for Tuesday, April 15, at 7:30 a.m., in the Principal's Conference Room at Canyon High School.

At the following meeting, the agenda included discussions on decentralization, various known articulation models, and the need for elementary involvement (see Appendix C-2).

With the practicum author's appointment as Area Superintendent, plans for articulation at his school were not completed. Once his new position was assumed, however, the author realized that in his new role he could influence adoption of a District articulation process.

It was the Superintendent's desire to eliminate standard lateral administrator meetings and to establish monthly K-12 building principals' meetings. Support personnel would be brought into these meetings as needed. In August of 1975, one high school principal, one junior high principal, and two elementary school principals were requested to meet to plan for the first articulation session with site administrators (see Appendix C-4). This meeting resulted in the following:

Statement of Goal--An articulation model was to be developed for the El Modena area. This model, hopefully, would be used by schools in all four high school attendance areas.

Definition of Articulation--The following definition of K-12 articulation was agreed upon: the process of ensuring continuity for students as they pass from elementary to junior high to high school so that an organized, logically connected, and more complex learning experience results. Also stressed as part of the definition were continuity in resources, funds, materials, personnel, and curriculum.

Specific articulation-related aims discussed by the El Modena attendance area principals included the following:

1. Better communication between various levels.
2. Continuity of programs in grades K-12.
3. Development of process to make K-12 change occur more smoothly (elementary to junior high, junior high to senior high).
4. Avoidance of duplication of programs and materials.
5. Sharing of resources--people, materials, programs, and money.
6. Promotion of esprit de corp.
7. Setting new priorities for instruction resources (by attendance area).
8. Availability of counselors at elementary level.
9. Promotion of interlevel staff understanding.

10. Monitoring of curriculum.
11. Coordination of support staff and instructional materials.
12. Improvement in continuity of program and evaluation of students.
13. Consideration of special programs.
14. Development of K-12 proficiencies.

Needs Assessment--The needs assessment surveys taken at El Modena High School and McPherson Junior High School were reviewed at the August meeting. Since most of the needs expressed in the survey were at the secondary level, elementary principals at the meeting were asked what they felt was needed in the articulation process at the elementary level. Mr. Doyle Schmidt, elementary school principal, stated that he felt the junior high schools should be more aware of the different ability levels of children being promoted from the sixth grade. Schmidt said that because of their different levels of ability some children do not meet the standards set for them at the junior high school. He also stated his belief that junior high schools should strive to make their instructional programs adjustable to all levels of ability among their students. Mr. Matt Baumann, another elementary school principal, suggested that grade expectations for students entering junior high be designed, and he offered to send copies of a publication on grade expectations to other principals in the El Modena attendance area. Teacher visitations, inservice sessions for resource teachers, and more inter-grade level meetings were also mentioned as possible methods for improving articulation.

Developing a Timeline--Principals felt that in order to develop a timeline for the project, it was necessary to list what had been accomplished to-date by the District in the articulation areas of personnel, curriculum, materials, and finances. The following list represents accomplishments in the area of personnel:

1. Appointment of District coordinators and District department chairpersons.
2. Monthly departmental meetings of school chairpersons and District department chairpersons.
3. Counselor orientation.
4. Feeder school teacher meetings.
5. Joint minimum days.
6. Faculty luncheon-inservice.
7. Cross-age tutoring.
8. Student programming by counselors.

In a survey conducted in October 1975, the following comments were made by principals regarding accomplishments in articulation between primary and upper grades:

1. Cross-age tutoring.
2. Levels math and reading, resulting in a new method of communicating pupil needs.
3. Some recess time together.

4. Joint activities in classrooms.
5. Curriculum representatives at school level.
6. Faculty meetings.
7. Forum on behavior problems and solutions.
8. Articulation handled by (1) uniform textbook addition and (2) inservice and individual efforts of teachers.
9. Early Childhood Education articulation.
10. Discussion of textbook selection.
11. Discussion of instructional program materials. needed.
12. Combined staff meetings.
13. Team teaching in math and reading, grades 5-6.
14. Inclusion of special education students in assembly functions and programs.
15. Grade-level meetings on math and reading.
16. Discussions at faculty meetings of reading programs conducted on each grade level.
17. A parent meeting held at which each grade-level representative discussed curriculum.

The following were mentioned as positive steps in improved interaction between sixth grade and the junior high school:

1. Music presentations by Santiago are great.
2. Teachers from McPherson spending time at the elementary school.
3. Sixth graders visiting the Career Centers with their

parents.

4. Math department meetings.
5. Principals serving on school planning committees.
6. Parents and sixth graders visiting junior high school.
7. Principal and dean talking with every incoming seventh grade class.
8. Counselors talking to each seventh grade class about "getting involved."
9. District junior high departmental leaders, most of whom are former elementary school staff members, maintaining good relations with elementary teachers.
10. Articulation being aided by (1) uniform textbook adoption and (2) inservice and individual efforts of resource teacher.
11. McPherson department chairpersons and sixth grade teachers (subject matter representatives) meeting.
12. Teachers sharing program information (e.g., in math and language skills).
13. Junior high counselors meeting with students and sixth grade teachers regarding scheduling, course information, and other pertinent matters prior to sixth grade commencement.
14. Teacher and student social events.
15. Junior high principal and counselors visiting with sixth grade teachers.

The following responses to a request for examples of interactions between ninth grade and high school students, their parents and teachers were given:

1. Not much interaction is taking place.
2. Students seem to be most interested in "shopping" for classes.
3. Guidance programs seem to be helpful.
4. Tenth graders are meeting more often with high school counselors.
5. Vocational guidance in grades 7, 8, and 9.
6. Counselor visits to orient ninth graders to scheduling and course requirements.
7. Minimum day forthcoming for McPherson, Santiago, and El Modena high school departments and staffs.
8. Home seminars--ninth graders' parents.

This first formal articulation discussion by K-12 principals resulted in a positive feeling. The next meeting was set for early October. Results of the October meeting, which focused on curriculum needs assessment, follow:

We Have:

1. District Department Chairperson
2. Reading/Resourse Teacher
3. Grade-Level Chairperson
4. Department Chairperson (Junior and Senior High)
5. Senior Teacher Projects

We Need:

1. Item analysis from state tests
2. Knowledge of curriculum levels and expectancies for each level
3. Curriculum Guide K-12 (an in-depth guide/definitive guidelines)

We Have:

6. Course Overview/ Curriculum Guides
7. Learning Centers/Media Center
8. Curriculum Council
9. Special Programs
10. Special Education
11. Textbook Committee
12. Resources in General
13. Professional Conferences and Inservice Sessions

We Need:

4. Knowledge of what is to be taught at each level and time of test when given in development of curriculum (criteria-reference test in the Orange Unified School District)--what is being done in this District in comparison with state norms
5. Effective use of films--proper level input as to what is to be learned at a particular level

With regard to materials and facilities, the results of the October meeting were as follows:

We Have:

1. Learning Centers/ Media Center
2. Basic Test/Supplemental Materials
3. I.M.C.
4. Teacher-Constructed Materials
5. Commercial Materials
6. Audio-Visual Materials
7. Every school on its own

We Need:

1. Standard equipment list--Kept current
2. Standard material list--kept current
3. Closed circuit T.V. network
4. Staff development on new textbooks (multi-media approach)--money needed to support this
5. Resources shared among schools

Regarding finances, the October meeting resulted in the following (Appendices C-5 and C-6 show the agenda and sample minutes):

We Have:

1. Ratio per student on instructional materials
2. Staffing Ratio: 30 elementary, 27 junior high, 26 high school--differentiated staffing
3. Special Programs
4. Support Services
5. Movement toward Decentralization
6. Parent Groups
7. Student Fund Raising
8. Gifts/Donations

We Need:

1. Review of apportionment of financial resources
2. Review of staffing ratio: certified and classified
3. Differentiated staffing to hire students as well as adult aides
4. Unit-Decentralized Budget
5. Need to have money available to support K-12 articulation

The K-12 principals continued meeting monthly throughout the year. These meetings were instrumental in establishing a thrust for the articulation process. Although the planning experience was traumatic for many who wished to maintain the autonomy of three levels, interlevel colleagues began making articulation-related decisions affecting students from kindergarten through high school graduation (see Appendix C-6 for some examples of the K-12 meetings).

Meetings with District Coordinators of Curriculum

The practicum author met with the four subject area coordinators throughout the year to discuss and implement curriculum articulation plans. The stated objectives of the meeting were to obtain input on, and to begin development of skill continuums, under the general direction of the Director of Curriculum and Instruction. The underlying concerns were to create an awareness of the need for articulation, and to encourage cooperation in incorporating a complete curricular articulation process into the existing instructional system.

The following were singled out for attention and action by the curriculum division:

1. Certified staff identifying and promoting acceptance of sequential skills and concepts.
2. Encouraging the sequential teaching of skills and concepts.
3. Making resources from each grade level available to staff at any level of assignment so that all staff members can gain knowledge and rationale for skills and concepts taught and learned in both preceding and succeeding levels.
4. Providing each pupil with a smooth flow of educational experiences based upon individual readiness to learn and current level of achievement.
5. Investigating and solving other problems in the area of curriculum.

The committee's responsibilities involved development of curriculum plans and a model stressing basic curriculum articulation. As curriculum is a specialized area, it is not covered comprehensively in this practicum (principal material on curriculum appears in discussion of Objective 2). The general consensus of those involved in the curriculum discussions was that communication, involving as many people as possible, was essential to articulation success (see Appendix C-7 for examples of the meetings). Summaries of discussions between the practicum author and individual curriculum coordinators follow.

The Social Studies Coordinator, who refers to articulation as a series of "linking pins," indicated that he wants social studies teachers to be aware of what is being taught, what is supposed to be taught, and what concepts are being learned. He also indicated that with the recent adoption of the California State curriculum framework, the social studies curriculum is to be rewritten by a team of K-6 teachers, with the emphasis on skills development.

The Math Coordinator stated that the District math department has developed a K-12 continuum (see Appendix C-8), the most sophisticated and effective continuum in the academic curriculum. The math coordinator feels articulation is necessary between the elementary and junior high school levels, and improved communication is necessary between the junior and senior high school faculties. One of the specific communication problems mentioned by the Math Coordinator is that in grades 7-12 only the math department chairpersons are informed of District views and ideas in the area of math. When the department chairpersons return to their schools after District department meetings, they are not sharing the information with members of the math departments. The practicum author suggested that this problem be alleviated by having principals and assistant principals develop schedules for attending school level meetings and at those meetings, ask questions relating to the District department meetings.

The Language Arts Coordinator, who has worked with grades 7-12 and is not a full-time coordinator, stated his main concern as developing reading in the content area and a composition continuum throughout the District. He is presently developing a competency test in composition for sophomore students and, if moved to a full-time position, he would like to develop a sequential language arts program, K-12. The Language Arts Coordinator feels very strongly that secondary teachers, most of whom have expressed a need for articulation, are willing to work to achieve articulation.

The Science Coordinator, after distributing the State framework to all schools, making a presentation at a K-12 principals' meeting on the K-12 framework developed for the District and on his availability as a resource for teachers and principals, is currently developing a K-12 film articulation workshop.

The school Board recently increased the required number of science credits for high school graduation and adopted a competency level test for secondary students. Because of these actions, the Science Coordinator indicated that articulation on content and skills will be forthcoming. The 7-12 District department meetings will serve as satisfactory channels for articulation if principals will closely monitor these meetings, ensuring that all members of the department are receiving the information and ideas. The science area has the same goal as the other disciplines at the secondary level: articulation within each school.

These discussions revealed that, in grades 7-12, curriculum content was satisfactory, but skills and values were not adequately stressed. Although school department chairpersons in grades 7-12 met monthly, the coordinators were depended upon to bring about articulation. A lack of communication within the social studies department at each school, as well as between sixth grade and the junior high and between the junior high and the senior high, contributed to the problem.

The finalization of the K-6 continuum and the articulation model, and subsequent responsibility for its implementation with the staff, will be guided by the building principals. In the accomplishment of Objective 2, examples of interaction and interrelationships will be noted.

In addition to meeting with coordinators, District department chairpersons, and reading/resource teachers to discuss articulation, the practicum author surveyed all these individuals to determine their feelings about the development of an articulation model (see Appendices C-9, C-10, and C-11 for the survey results).

Meetings with Teachers

To obtain a complete picture of attitudes and concerns related to the education programs, and because articulation begins in the classroom, the practicum author's next step was to meet with teachers at all grade levels. In an effort to discuss and learn the extent of individual teacher emphasis on articulation, interviews were conducted with twenty elementary teachers, ten District coordinators, and twenty secondary teachers. These individuals were also asked to complete a questionnaire dealing with their perceptions of articulation. Summaries of the interviews follow.

Elementary K-6--Each interview was conducted with teachers at two grade levels: K-1, 1-2, 2-3, 3-4, 4-5, and 5-6. The majority of the teachers felt that the definition of articulation was "to communicate"; some had never thought about it; others believed it meant to give information about the next grade level to students; and some defined articulation as the progression of learning experiences from level to level (see Appendix C-10 for more detail).

The lack of formalized articulation at the elementary level was somewhat surprising. Informal discussions in the lunch room and at breaks seemed to make up the total articulation system in the District. There was no emphasis on articulation as a continuum in skill development except in the schools with an Early Childhood Education (E.C.E.) program. The E.C.E. program called for the maintenance of records regarding the growth of the child and establishment of K-3 meetings bringing the teachers together to discuss curriculum, programs, and students. In effect, articulation had been mandated by the E.C.E. program at the primary elementary level.

One expectation shared by all elementary teachers was for each child to be at grade level in the basic skills of reading, math, verbalizing, listening, and being able to follow directions. This expectation implied a great amount of trust and confidence in the teacher at the previous grade level.

The discussions revealed that the level where most articulation is occurring is kindergarten. This year the District scheduled quarterly inservice meetings for all kindergarten teachers with the reading/resource teachers. The sharing and demonstration of techniques and methods and the discussion of kindergarten curriculum and activities have strengthened the District kindergarten program.

The reading/resource teachers conduct monthly inservice meetings in an effort to strengthen the reading program. Establishment of learning centers and development of approaches to assist the teachers in reading instruction have improved the logical connection of programs. The success of these inservice workshops has led to serious consideration of grade-level meetings for elementary school teachers next year.

Orange Unified elementary school teachers perceived secondary teachers as being subject oriented rather than student oriented. In turn, the elementary school teachers are blamed by the high school teachers for low student achievement in reading. Elementary teachers indicate little if any involvement with secondary teachers, and many stress that they give little thought to higher grade levels, as they have their hands full at their own levels.

The observations of the elementary staff members regarding the secondary level are based on personal acquaintances with secondary teachers and the hearsay of friends and relatives who have children in high school. There is very little interaction or objective data on which to base an effective assessment of where articulation breaks down.

Secondary 7-12--The nature of secondary teachers as subject-matter specialists was reflected in their interpretations of articulation. They mentioned communication and dialogue as did the elementary teachers, but they stressed concern over the scope and sequence of the instructional program, and the need to avoid duplications of course content and instructional material (see Appendix C-11).

Secondary level representatives from grades 7-12 meet monthly by subject area with the District Curriculum Coordinator and the District department chairperson (DDC) to discuss concerns, to propose new courses, to update curriculum, to make textbook selections, and to preview films. Each school has twelve to thirteen department chairpersons who receive stipends for assuming the responsibility of participating in these meetings. This arrangement offers an advantageous situation for articulating the curriculum offerings in the District.

The major criticism expressed by the coordinator and the DDC was that the school department chairpersons keep information obtained at these meetings to themselves, not sharing it with members of their departments. To increase the flow of information, principals and their assistants have been requested to attend school departmental meetings and make notes of matters discussed. The principals should then be able to see that the articulation process is communicated and implemented.

In the past attempts were made at the junior and senior high levels to establish articulation, but no long-range goals or objectives were developed. Apparently any action on articulation was left up to a principal, department head, or interested teacher. These 7-12 District department monthly meetings were the one factor that kept any articulation plans alive at the secondary level by offering a potential communications channel.

The attitudes of secondary teachers toward elementary teachers were somewhat mixed. Generally, however, the attitude was more positive than that of the elementary teacher toward the secondary instructor. Secondary teachers recognized the elementary teachers' lack of expertise in many subject areas. With this in mind, a few secondary teachers commented that they needed to do a better job in teaching basics, to make up for elementary schools' failure to teach students to read.

Until teachers at all levels begin meeting to discuss with one another the wide range of concerns and problems affecting students, cross-level misunderstandings will exist. Feelings based on rumor, children's comments, and remarks by friends and neighbors only tend to increase mistrust and low regard. When all educators begin to focus on what is good for children in education and to develop a process in which there is teacher interaction, professional respect will emerge between staffs.

District Coordinators and District Department Chairpersons--Communication surfaced as a problem once again during interviews with coordinators and District department chairpersons. Communication was mentioned frequently when these persons were asked to define the term "articulation." The feeling prevails that skill continuums and curriculum scope and sequence have been improved, but have not been implemented, articulated, or monitored because of poor communication.

This group's primary responsibility is to develop the curriculum to be followed in the District. The group members cannot be responsible for its daily implementation (although they do visit classrooms), which is why the principal is the key factor in implementation and in monitoring of individual teachers to see if they are teaching District-accepted curricula.

Coordinators and DDC's are frustrated in their monthly meetings with the secondary chairpersons, as the meetings are not followed up by communication to colleagues when the chairperson returns to his building. Coordinators and DDC's are available to advise elementary school staffs but do not have planned meetings or contacts with them. This is a weak link in the District communication system; hopefully, the articulation model will increase the influence of the District coordinator at the elementary level.

A means for increased exposure and a process whereby these individuals can be involved in an effective relationship with department chairpersons need to be developed. In the past year the District scheduled four planning days--one per quarter--for all coordinators, District department chairpersons, selected school department chairpersons, and administrators to meet and to discuss curriculum development and upgrading of the role of the school department chairperson.

A senior high school principal from one of the four high schools was assigned to conduct an extensive survey of the chairpersons in the District. One of his recommendations, based on the survey, was to grant fifteen release days for high school department chairpersons to use for a variety of projects, one of which should be articulation (see Appendix C-12 for his recommendation).

The coordinators and District department chairpersons spoke favorably regarding the elementary and secondary staffs. For the most part, they feel teachers are dedicated and are sincerely interested in young people.

They also believe that the high school is subject centered and the elementary school child centered, and that the junior high deals with the most difficult age. The DDC's have authority and influence because they have the opportunity to see the curriculum being implemented and have knowledge of what is occurring in the classroom.

When asked to suggest items to be developed in an articulation process, the coordinators and DDC's recommended the following:

1. Time to work together as a team--junior high and senior high.
2. Specific responsibilities for articulation and closing the "loop."
3. A procedure that provides for continuous communication among levels of the school system and within a school. The once-a-year-meeting is not an effective way to articulate.
4. Composition--first, throughout the English departments 7-12, and second, throughout content areas; and Reading--in content area.
5. Development of the model within the framework of the

program beginning to be implemented--RISE, ECE, fourth through sixth grade reform, etc.

6. Basic concepts, essential proficiencies, ranked or leveled student experiences.
7. Materials selection--consideration of needs of lower levels.
8. Composition, reading, basic math, and career education.
9. Transfer emphasis of "importance" of teaching in senior high level to elementary school where it belongs--would give greatest assistance where there is greatest need. Improvement would have wave effect up through K-12 to give improved articulation automatically.
10. More exchange of ideas and better understanding of each level.
11. Appreciation of personnel at various levels and in all subject areas.

El Modena High School Articulation Plan

The information-gathering process and the meetings with administrators, coordinators, and teachers made it possible to schedule a second tri-school articulation meeting. The principals of El Modena High School and Santiago and McPherson Junior High Schools were requested to meet to plan an inservice morning for their staffs on a day in the semester declared a "dark day" for students. Parents, District administrators, and coordinators were requested to be involved in the meeting and to make their expertise and knowledge available.

An initial planning meeting of the principals and the Area Superintendent established the format and general overview for the meeting. Invitations were then extended to discussion section leaders, faculty club presidents, departmant chairpersons, and parent organization presidents to meet and discuss organizational plans, objectives and expectations (see Appendices C-13, C-13.1, C-13.2, C-13.3, and C-13.4 for agenda, minutes, memorandum, and evaluation of the planning session). Each leader was instructed to prepare an agenda and to appoint someone to take minutes to be reproduced for members of the respective departments.

A total of 160 teachers, administrators, District personnel, and parents met to exchange ideas and concerns about articulation between junior and senior high school. It proved to be a beneficial day for most of the participants. What specifically surfaced was an understanding of the urgent need for the development and implementation of an articulation process in the District.

The minutes cf this meeting (see Appendix C-12.5 for samples) reflect a professional and concerned attitude on the part of the staff to share common concerns, to become aware of problems at the various grade levels, and to explore curriculum expectations. Some of the comments made about the meeting were the following: "It enabled me to meet a junior high teacher for the first time"; "I received the opportunity to discuss mutual problem areas and to begin to set dates for coordinating programs"; "Hearing the problems others were having makes me appreciate my team of teachers"; "I received a better understanding of what's going on in the high school and what is expected of students we send them."

Of those individuals returning their evaluations, 92 percent stated they felt the inservice was helpful, moderately helpful, or very helpful. This finding demonstrated overall approval of the meeting and also reinforced personal, professional concern for the articulation process (see Appendix C-13.4 for evaluation form).

In summary, the conclave of teachers in the El Modena attendance area accomplished the following:

1. A grassroots movement toward articulation.
2. Initial formation of teacher interrelationships as an understanding of each other's problems was shared. The breaking down of a wall of isolation created over the years was in process.
3. Stimulation of intradepartmental communication and a thrust toward the development of grades 7-12 continuums.

Villa Park High School Articulation Plan

In order to further articulation between junior and senior high school, the Villa Park High School principal was asked to schedule a monthly meeting in each subject area with counselors and department chairpersons of the high school and junior high school to discuss mutual problems in the areas of curriculum and orientation.

The meetings were scheduled in the morning and were rotated among the schools, with the principal of the host school serving as chairperson. The meetings began in October and concluded by the first week in March. It was decided at the meetings that five high school departments--music, home economics, business education, foreign language, and industrial arts--would send representatives to make presentations to the ninth grade classes to describe course offerings.

The main results of the Villa Park meetings were the following:

1. Helping the counselors to develop an understanding of subject area content, thereby enabling them to more effectively counsel students in course selection.
2. Increasing communication between counselors and department chairpersons, thereby creating friendlier attitudes and fostering understanding and respect.
3. Increasing the flow of information to District coordinators from department chairpersons.

Both El Modena and Villa Park participants indicated a desire to initiate more articulation meetings between the various levels. Discussions at these first meetings underscored the need for a District model to give direction to the rising interest in articulation (see Appendices C-13.6, C-13.7, C-13.8, and C-13.9 for evaluations of the El Modena attendance area and the Villa Park attendance area meetings).

Elementary and Junior High Articulation

Contact between the junior high and the elementary staff focused on sixth-grade teachers as the main thrust in articulation in the El Modena attendance areas. The primary purpose of this interaction was to create a positive orientation experience for students entering the seventh grade. (Orientation implementation and evaluation are covered in the discussion of Objective 3, beginning on page 75.

With two high school attendance areas under his personal supervision, the practicum author was in a position to ask the principal of Peralta Junior High to meet with that school's two feeder elementary school principals to initiate interschool staff contact. The three principals met as requested to plan a combined faculty meeting. A minimum school day was planned and approved in order to allow time for this meeting. The principals developed the following objectives for the meeting:

1. To provide each teacher with an opportunity to become better informed on similarities and differences between the elementary and junior high

curriculum and programs.

2. To provide initial steps for establishing communication between teachers of the various grade levels.
3. To provide opportunities for teacher involvement in planning for necessary change.
4. To encourage inservice sessions on District K-12 curriculum.
5. To provide opportunities for teachers to ask questions and receive answers on articulation.
6. To discuss the value in anticipating student progress and following the progression of individual students through their school careers.
7. To provide an opportunity for teachers to talk about the changing attitudes and values of K-12 youth.

The principals then sent each teacher a memorandum (see Appendix C-13.10), indicating the general format and plans for a minimum day and asking for comments on interest areas. The meeting was held, with the following results:

1. Communication was established among teachers from both levels.
2. A plan for teacher vists to classes was established, with emphasis on the junior high level. Administrators would substitute for teachers during visitations.
3. Department chairpersons at the junior high school decided to meet with sixth-grade teachers to discuss

what is available to and what is expected of incoming seventh graders.

4. Development of appreciation for each other's problems and improved understanding between the levels.
5. Desire for interschool meetings on curriculum and student concerns to be held on a regular basis.

Articulation Model and Process

The strategies and activities used to accomplish Objectives 1 and 4 (see page 31) led to the development of a functional articulation model. A graphic presentation of the model was shared with administrators, coordinators, departmental chairpersons, and teachers (see Figure 1 and Table 2).

In order for the model to be adopted District wide, it was necessary to submit the findings to the principals in the other three attendance areas. As has been explained, the El Modena attendance area was the basic unit used for implementation of the articulation model. The other principals critiqued, evaluated, and made recommendations on the model, after which the model was revised and submitted to the Superintendent's Cabinet for endorsement and subsequent implementation in the District.

During the Superintendent's Cabinet meetings, thrusts for the 1976-77 school year were discussed and determined. It was decided that staff development (defined as "working with people") would be the general area under which the components of articulation would be established. Seven components were chosen to be developed and implemented:

1. Skill development (staff)
2. Educational alternatives (E.C.E. and RISE)
3. Articulation (communication at all levels, model and process implementation)
4. Communication (specific inservice program)
5. Curriculum planning use (five-year plan of program development)
6. System and procedures (how-to manual)
7. Program evaluation and audit

Staff members were assigned responsibility for the various components (see Figure 2). At the February staff meeting, a general discussion of articulation took place, and it was specifically stated that the articulation model and process would be developed by the practicum author (see Appendix C-14).

The staff development plan was adopted by the Superintendent's Cabinet on April 19, 1976. Presentations were made to the District's leadership team to explain the staff development thrust for 1976-77. This brought a special emphasis to the area of articulation and enhanced the need for the practicum author's project.

The key to the success of this model rests with the principals and the Area Superintendents in their roles as implementors. And total success in the District depends on the favorable reaction to the model of the other Area Superintendent and the building principals in his two attendance areas.

In the table of decentralized organization and in the Superintendent's thinking, the principal is primarily responsible for all activities and direction of the staff. If the principal's support cannot be generated, the programs will not receive the necessary impetus and will probably fail. Teachers feel that the principal's priorities are the correct priorities. If principals fail to support the implementation of the articulation model and process, the teachers will not support it, and it will not be effective.

The Area Superintendents need to require the principals to write objectives concerning articulation into their school plans (see Appendix C-15). By doing this, an awareness of the need to achieve articulation will transfer from the principal to his staff. The degree of effectiveness depends on the principal.

Each attendance area and group depicted in the functional model will be inserviced by the practicum author. This inservicing will begin with a kick-off presentation in August 1976, at the District's management team leadership two-day retreat.

ORANGE UNIFIED SCHOOL DISTRICT

ARTICULATION MODEL

(Functional)

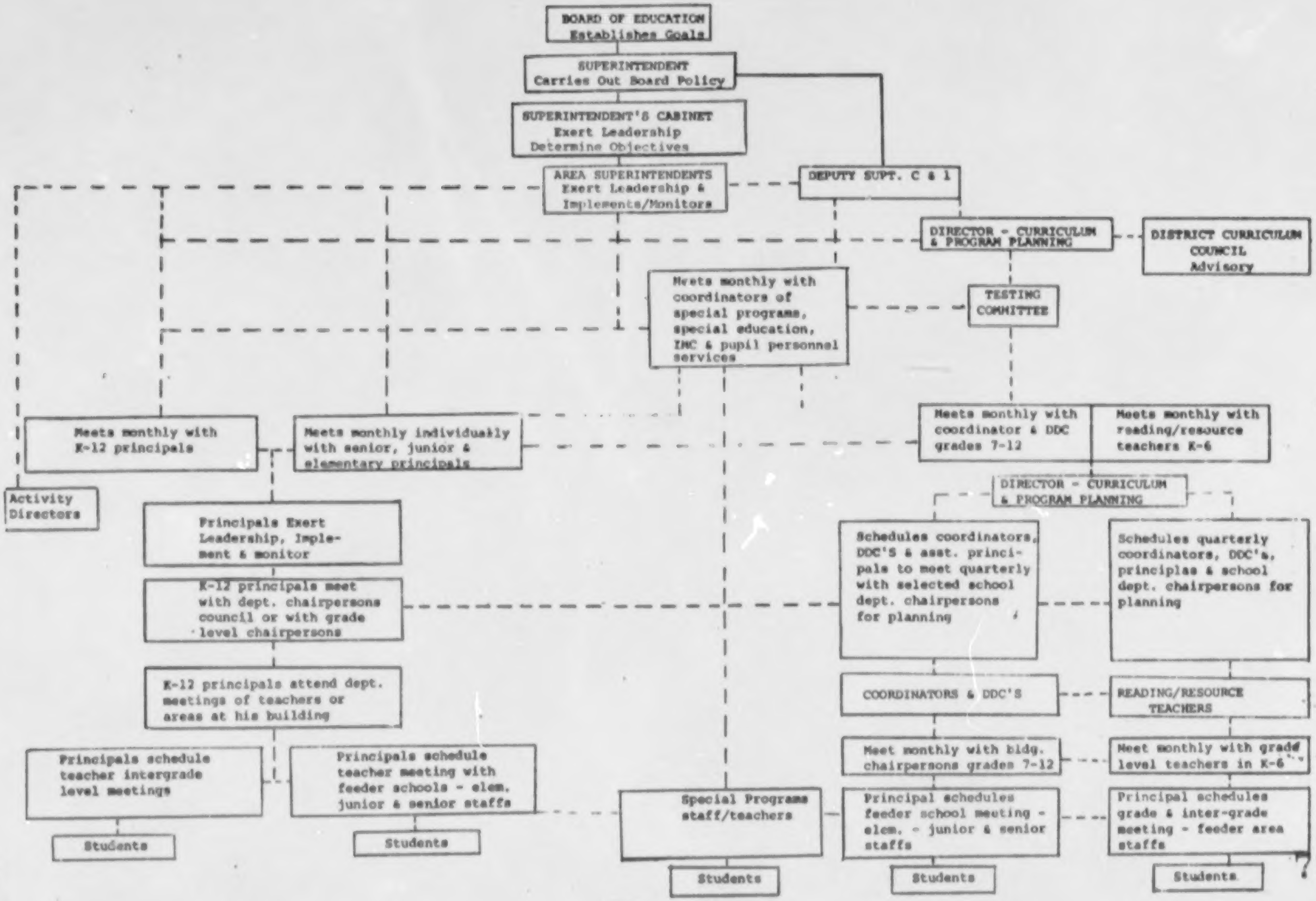

BOARD OF EDUCATION
Establishes Goals
SUPERINTENDENT
Carries Out Board Policy
SUPERINTENDENT'S CABINET
Exert Leadership
Determine Objectives
AREA SUPERINTENDENTS
Exert Leadership &
Implements/Monitors
DEPUTY SUPT. C & I
DIRECTOR - CURRICULUM & PROGRAM PLANNING
DISTRICT CURRICULUM COUNCIL
Advisory
Meets monthly with coordinators of special programs, special education, IMC & pupil personnel services
TESTING COMMITTEE
Meets monthly with K-12 principals
Meets monthly individually with senior, junior & elementary principals
Meets monthly with coordinator & DDC grades 7-12
Meets monthly with reading/resource teachers K-6
Activity Directors
DIRECTOR - CURRICULUM & PROGRAM PLANNING
Principals Exert Leadership, Implement & monitor
K-12 principals meet with dept. chairpersons council or with grade level chairpersons
Schedules coordinators, DDC'S & asst. principals to meet quarterly with selected school dept. chairpersons for planning
Schedules quarterly coordinators, DDC's, principals & school dept. chairpersons for planning
K-12 principals attend dept. meetings of teachers or areas at his building
COORDINATORS & DDC'S
READING/RESOURCE TEACHERS
Meet monthly with bldg. chairpersons grades 7-12
Meet monthly with grade level teachers in K-6
Principals schedule teacher intergrade level meetings
Principals schedule teacher meeting with feeder schools - elem. junior & senior staffs
Special Programs staff/teachers
Principal schedules feeder school meeting - elem. - junior & senior staffs
Principal schedules grade & inter-grade meeting - feeder area staffs
Students
Students
Students
Students
Students

Figure 1

Table 2

ORANGE UNIFIED SCHOOL DISTRICT
ARTICULATION MODEL
(PROCESS)

GROUP OR INDIVIDUAL	MEMBERSHIP	SCHEDULE	PURPOSE
SUPERINTENDENT'S CABINET	*Superintendent Deputy Superintendent Area Superintendents Director - Curr. & Program Planning Coordinator - Staff/Community Relations Administrator - Certificated Personnel Administrator - Classified Personnel Director of Business Services Director of Maintenance & Operations	Meets weekly & Quarterly for all day planning session	Determines Objectives Sets Direction Coordinates Communicates Planning Exerts Leadership Implements Monitors
DEPUTY SUPERINTENDENT	Instruction Division Administrators: Director - Curriculum & Program Planning Administrator - Special Programs Administrator - Pupil Personnel Services Administrator - Special Education Administrator - Instructional Media *Deputy Superintendent - Instruction Division	Meets weekly	Exert administrative leadership Informational Communicate Coordinate Articulation Input to Superintendent's Cabinet
INSTRUCTIONAL DIVISION ADMINISTRATORS	Staff Personnel	Meets weekly	Articulation Develop programs Communicate Exert leadership Receive input Disseminate information
DIRECTOR CURRICULUM PROGRAM PLANNING	1. Curriculum Planning Deputy Superintendent Area Superintendents *Director - Curriculum & Program Planning Coordinators/DDCs Representative Jr. High & Elementary School Principals Assistant Principals/Curriculum Representatives from Special Projects, Special Education, IMC	Quarterly October January March May	Articulation Long range curriculum planning

*Denotes Chairperson

Table 2, continued

GROUP OR INDIVIDUAL	MEMBERSHIP	SCHEDULE	PURPOSE
DIRECTOR - CURRICULUM PROGRAM PLANNING	2. Curriculum Communication Coordinators/DDCs *Director - Curriculum Program Planning	Monthly	Curriculum Articulation
	3. Elementary School Curriculum Elementary Reading/Resource Teachers *Director - Curriculum Program Planning	Monthly	Articulation Curriculum Planning Inservice
	4. Secondary School Curriculum Secondary Department Chairpersons meeting with Coordinators/DDCs (Principal and District Office Staff Special Guests) *Director of Curriculum Program Planning	Monthly	Articulation Curriculum Planning Inservice
	5. Departmental Chairpersons Planning Area Superintendents *Director of Curriculum Program Planning Coordinators/DDCs Representatives - Principals/Asst. Principals Asst. Principals - Curriculum School Department Chairpersons	Quarterly November February March May	Articulation Improve leadership techniques Inservice
AREA SUPERINTENDENTS			
K-12 Attendance Area	Superintendent - when available *Area Superintendent Principals Invited Staff & Resource People Cabinet Members always invited	Monthly	To articulate, coordinate & communicate - to have input and questions - to implement K-12 educational programs - sharing of concerns
High School Principals' Roundtable	Superintendent - when available *Area Superintendent Principals Director - Curriculum Program Planning Invited Staff & Resouce People Cabinet Members always invited	Monthly	To articulate, coordinate & communicate - to have input and questions - to implement K-12 educational programs - sharing of concerns

*Denotes Chairperson

Table 2, continued

GROUP OR INDIVIDUAL	MEMBERHSHIP	SCHEDULE	PURPOSE
AREA SUPERINTENDENTS			
Junior High School Principals' Roundtable	Superintendent - when available *Area Superintendents Principals Director - Curriculum Program Planning Invited Staff & Resource People Cabinet Members always invited	Monthly	To articulate, coordinate & communicate - to have input and questions - to implement K-12 educational programs - sharing of concerns
Elementary Principals' Roundtable	Superintendent - when available *Area Superintendent Principals Director - Curriculum Program Planning Invited Staff & Resource People Cabinet Members always invited	Monthly	To articulate, coordinate & communicate - to have input and questions - to implement K-12 educational programs - sharing of concerns
Combined K-12 Attendance Area - El Modena/Villa Park Combined K-12 Attendance Area - Canyon/Orange	Superintendent - when available *Area Superintendent Principals Director - Curriculum Program Planning Cabinet Members alwyas invited	Once Each Semester	Information and fellowship
Secondary Assistant Principals, Deans, Activity Directors	Superintendent - when available *Area Superintendents Assistant Principals Deans Director of Activities	Quarterly	Inservice Sharing of concerns Communication - articulation And coordinate
Community Advisory Councils K-12	*Parents Students Teachers Administrators Area Superintendent	Monthly	Articulation Input and programs Advisory Information Sharing of concerns
Activity Directors	*Area Superintendent Director of Activities	Bimonthly	Articulation Coordinate student activities Sharing

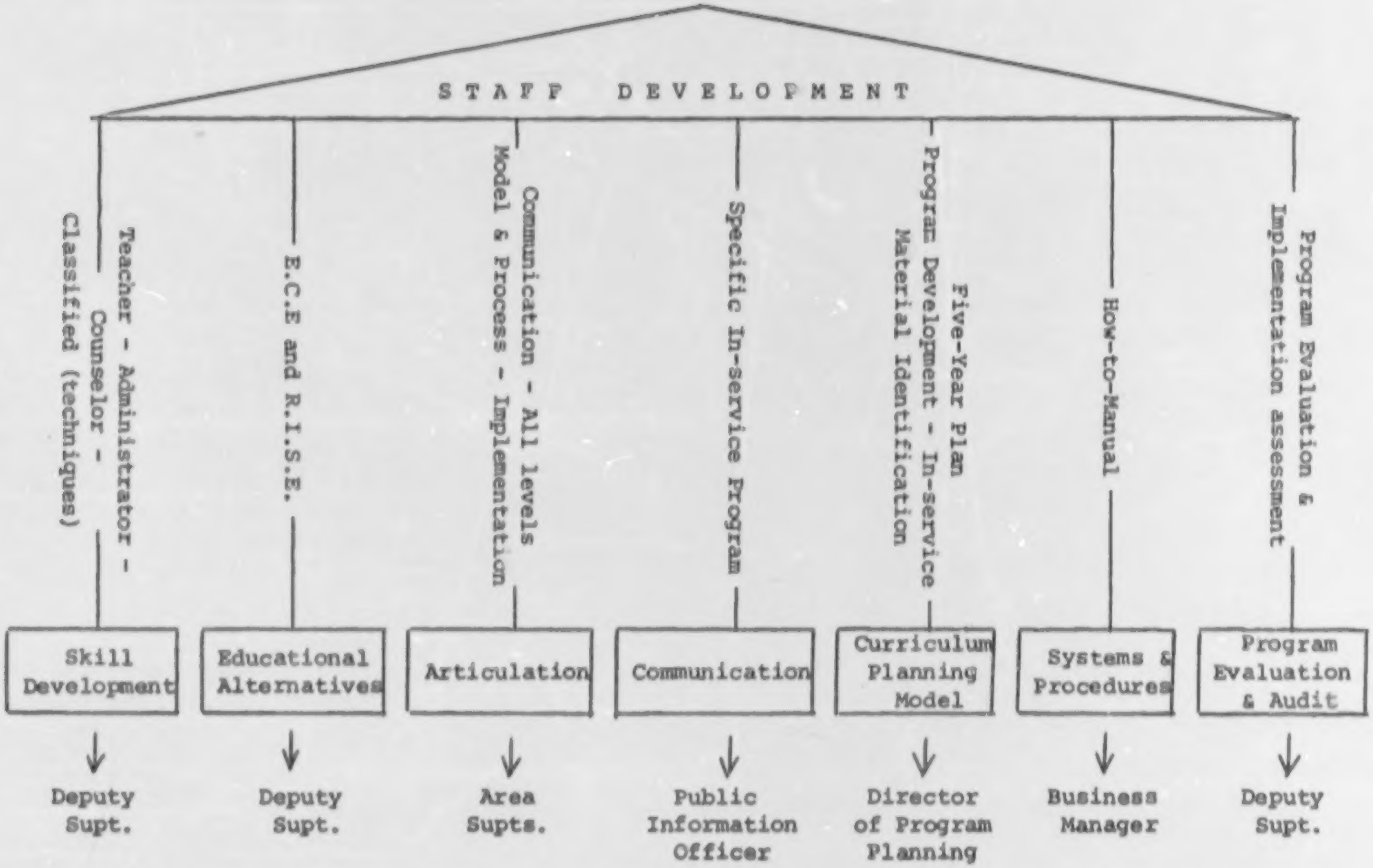
*Denotes Chairperson

Table 2, continued

GROUP OR INDIVIDUAL	MEMBERSHIP	SCHEDULE	PURPOSE
PRINCIPALS			
School Curriculum Committee or Instructional Council or School Advisory Committee	School Department Chairpersons or Grade Level Chairpersons Counselors *Principals	Monthly	Articulation Coordination Planning Communication Implement curriculum Informational Sharing
Department/Grade Level Chairpersons Meeting	Principals *Dept. Chairpersons/Grade Level Chairpersons	Monthly	Articulation Communication Coordination Implement curriculum Input Information Sharing
Teacher Grade Level & Intergrade Level Meetings - Teacher Subject Area Meetings	Principals *Chairpersons Counselors Teachers Parents & Students	Monthly	Articulation Communication Coordination Implementation Input Information Sharing
Feeder School Meetings	Principals/Administrators *Counselors Teachers	Quarterly	Articulation Communication Coordination Implementation Input Information Sharing
Student Orientation Meetings	Principals *Counselors Teachers Students	Yearly	Articulation Communication Coordination Implementation Input Information Sharing

*Denotes Chairperson

Figure 2
Staff Development


S T A F F   D E V E L O P M E N T
Teacher - Administrator - Counselor - Classified (techniques)
E.C.E and R.I.S.E.
Communication - All levels Model & Process - Implementation
Specific In-service Program
Five-Year Plan Program Development - In-service Material Identification
How-to-Manual
Program Evaluation & Implementation assessment
Skill Development
Educational Alternatives
Articulation
Communication
Curriculum Planning Model
Systems & Procedures
Program Evaluation & Audit
Deputy Supt.
Deputy Supt.
Area Supts.
Public Information Officer
Director of Program Planning
Business Manager
Deputy Supt.

Responsible Person

Adopted
4/19/76

Office of the
Superintendent

OBJECTIVE 2

Objective 2: During the development of the K-12 articulation process, the needs expressed by the faculty members during the 1974-75 school year will be discussed and explored, and recommendations for solutions will be developed.

The development of an articulation process allowed the author to investigate and effect some solutions to the needs expressed during a 1974-75 survey of teachers. Positive accomplishments were realized in five main areas, each of which is discussed in the following pages.

Elementary Course of Study

Junior high school instructors wanted to be apprised of subject matter being taught at the elementary level in math, science, language arts, and social studies. In the meeting attended by Mrs. Blanton, the Director of Curriculum and Instruction, elementary school teacher representatives were requested to develop a much needed K-6 elementary course of study.

The course of study was to be simple in design, delineating competency skills to be achieved. It was to incorporate sufficient material to afford the next level a picture of the subject area being taught. The Area Superintendent asked to be included in the development of the course of study to improve his knowledge and background in elementary curriculum.

By early January, this group of teachers finalized a rough draft which was sent to all elementary school principals and their staffs for evaluation. They were asked to make any suggestions or recommendations (see Appendix D-1). In addition, all junior high department chairpersons were given copies to discuss with their departments. For the first time, the District had developed its own expectations rather than relying on a textbook-company series of expectations.

The course of study will be revised after the evaluations are collected and reviewed. Junior high teachers can become acquainted with the goals and expectations of the elementary curriculum. The course of study has proved extraordinarily helpful to seventh grade teachers as they, in turn, are able to formulate complementary goals which will enhance their students' curricular progression.

Film Usage

In discussions with the Science Coordinator it was learned that teachers had been complaining about the misuse of films. Therefore, the author suggested that the Coordinator meet with department chairpersons regarding the development of a film articulation list. The Coordinator met with K-12 principals and selected teachers to draw up a complete K-12 list. In order to ensure maximum educational input, he asked teachers to set film priorities based on validity and value. He also decided to identify those subject areas which benefit from an increase in audio-visual aids.

This was a remarkable achievement on the part of the Science Coordinator. His concern and actions have made the science teachers concerned, interested, and aware of this tangible bonus demonstrated quite dramatically: an articulation process that can produce demonstrable results (see Appendix F-2).

Supplementary Reading Materials

In the attempt to bring about a knowledgeable exchange concerning supplementary reading materials in language arts, it was discouraging for the author to realize the lack of awareness by individual junior and senior high language arts teachers as to what was being assigned at other levels.

The author's intention was to develop a beginning reading list to be shared by teachers during the second semester and, further, to request that a more extensive list be developed by the Language Arts Coordinator for the next year. The Coordinator has indicated his desire to make this goal an objective at the secondary level. One of the vehicles for achieving the goal was the monthly meetings of grades 7-12 school chairpersons.

As in the other subject areas, the problem of poor articulation is recognized by all, but its solution is hampered by the attitude that "someone else" will do something about it.

In addition to a list of skill requirements in each junior and senior high language arts department, a reading list was compiled by the practicum author and sent to the language arts departments of junior and senior high schools for informational purposes. It was expected that this informative list would assist the staffs in planning outside reading assignments (see Appendix D-3).

Discussions stimulated the Language Arts Coordinator to develop a language arts film guide for grades 7-12. His desire to achieve articulation in his department was gratifying (see Appendix D-4).

Social Studies Course of Study

High school U.S. history teachers wanted to coordinate the subject matter being taught by them with that taught at the eighth grade level. Students interviewed by the author stated that what is taught in the eleventh grade U.S. History class is the same material taught in their eighth grade studies. They were especially critical of viewing the same films in junior high and high school.

The accelerated students feel especially strongly about this matter; however, these students do not fully realize the increased depth and breadth of the repeated material when it is part of the eleventh grade experience. Repeated exposure to carefully selected films or to other material for clearly defined purposes can be a valuable learning experience for students.

Three meetings were held with the Coordinator of Social Sciences and secondary and elementary teachers. The group was apprehensive about creating anything different, as the new social studies framework was scheduled to be released during the spring of 1976. With this change on the horizon, a complete overhaul of the curriculum was already underway.

The following plan was agreed on for the 1975-76 and 1976-77 school years until the new social studies framework is adopted:

1. Eighth grade U.S. history will cover history from the discovery of America to the Civil War.
2. Eleventh grade U.S. history will cover history from the Civil War to modern-day society.
3. Development of inquiry skills will be fostered at the eleventh-grade level.
4. Development of a K-6 course of study under the new framework will be designed this spring semester. Representatives from each grade level, along with one junior high teacher, will be given time from regular classroom duties to write a new course of study.

As the school district develops its new course of study, the social studies curriculum will take a new shape in California. One of the goals of the forthcoming curriculum is to help students understand the personal and social significance of the ideals upon which this country was founded.

Skills Assessment

Fifty percent of junior high school staffs will be apprised of skills expected of their students at the high school level in math, science, language arts, and social studies. The academic coordinators discussed with the author the best way to assess what skills are needed by junior high students when they enter senior high school. The Orange Unified School District will be developing K-12 continuums in the next three to five years, as the plan is to present competency-based diplomas to senior high school students.

In discussions with the academic coordinators, it was agreed to have a three-person committee composed of teachers (one each from the eighth, ninth, and tenth grades) to develop a temporary Essential Minimum Skills List. This list will identify what each student is to achieve as well as exposure skills--skills to which students are exposed but are not expected to learn until the appropriate grade level. Suggestions of ways in which to apply new skills to practical situations will reinforce the learning and value of the skill.

A three-teacher committee in each of the academic areas was identified as a forerunner to K-12 development of continuum skills in the District. Coordinators indicated that the author's interest in articulation would assist them in accomplishing their objectives. The group was named the Articulated Skills Committee and received approval to work in three academic areas: math, social science, and language arts.

The District coordinators advertised this project at their level 7-12 department chairpersons' meeting as an experimental project. The project was funded by small stipends to the committee members for their extra responsibility.

The participants were chosen from different schools and were asked to survey their own staffs for assistance and input. The department chairpersons devoted portions of their meetings to discussion regarding, and input to, the Articulated Skills Committee. The coordinators attended and assisted in the project writing. The projects were completed by the end of the first semester and distributed to the junior high schools in the El Modena attendance area for use and evaluation during the second semester.

As this project was completed, the coordinator and the committees were anxious to see the educational impact. An evaluation survey was distributed the latter part of the second semester (see Appendix D-5 for the articulated skills list developed in language arts, math, and social science).

OBJECTIVE 3

Objective 3: By the end of the 1975-76 school year, K-12 orientation plans will be developed and implemented for registering and orienting students, and for instilling a sense of conficence and continuity in students progressing from elementary to junior high to senior high school. A well-planned orientation procedure would, in theory, facilitate the continuous and efficient educational progress of pupils. The procedures and processes discussed in this section were developed to implement an orientation component.

Orientation from Elementary to Junior High School

In visitations to four elementary schools (sixth grades), the author found that the majority of students interviewed had the attitudes listed below toward becoming a seventh grader. These concerns were expressed orally and through the use of a survey questionnaire. In addition, the principals of the elementary and junior high schools listed their impressions (see Appendices E-1 and E-2).

1. Fear of fights and groups
2. Inability to open book locker and physical education locker
3. Prevalence of drugs
4. Lots of homework
5. Tough teachers
6. Gang showering in physical education
7. More subject offerings
8. Getting to class on time; penalty for being tardy
9. Number of different teachers

10. Size of school

Many of these impressions and attitudes were based on the comments of older brothers and sisters who had attended junior high or who were presently enrolled at the junior high.

In a meeting with the junior high principals and the elementary principals and counselors, strategies were developed to cope with some of the concerns mentioned on the articulation questionnaire (Appendices E-1 and E-2) and to plan an effective orientation for sixth grade students. The following plan was decided upon and will be put into operation.

The McPherson and Santiago Junior High orientation process will be presented in two phases. During Phase I, concentration will be on the scheduling process, informing students of course offerings, class placement, and promotion requirements. This phase will be completed on March 12. In Phase II, students will be informed of extracurricular activities, school climate, and social activities. In addition, teachers from all schools will be given opportunities to articulate socially and professionally.

Phase I consists of the following steps:

1. Guidance Lesson--to be presented by the elementary counselor. A film strip entitled "Getting Ready for Junior high." Discussion will follow the film.
2. Sixth Grade and Junior High School--Principal and

counselor of the junior high school to visit each elementary campus during the month of February. The purpose of these visits is to discuss articulation and to formulate plans for the registration of sixth grade students for entrance into seventh grade.

3. Teacher Orientation--Monday afternoon, March 1, sixth grade teachers will meet in the McPherson Media Center. McPherson counselors will present information regarding the scheduling process.

4. Sixth Grade Teachers' Information--Information will be presented to several sixth grade teachers regarding the progress of "their" students during seventh grade.

5. Sixth Grade Teachers' Visits--Interested sixth grade teachers will be invited to visit Santiago and McPherson for lunch, remaining there for the balance of the day to observe classes and become better acquainted with the staffs.

6. Counselor Visits to Sixth Grade--During these visits the counselors will discuss the school program, academic requirements, and scheduling procedures. The first visit is designed to present information and an overview of the process; the second visit is a follow-up to answer questions students may have after reviewing the material.

7. Parent Orientation--Wednesday, March 10, 7:30-9:00 p.m., students will be invited to attend the orientation with their parents. McPherson Servi-Celts, a student service group, will be on hand to take parents on tours of the campus. McPherson department chairpersons will be available in the cafetorium to assist parents. The scheduling process will be discussed by the counselors, and brief presentations regarding school programs and their roles will be made by the athletic directors of girls' and boys' programs, the school nurse, and the assistant principal. This parent orientation plan was adapted from the very successful Beverly Hills orientation process (see Appendix E-3).
8. Registration and Scheduling Materials--Due at McPherson on Wednesday, March 17, 1976.
9. Math Sections--Math test scores by junior high--results sent to elementary schools. Students placed in correct math sections.

Phase II consists of the following facets:

1. Instructional Program--Friday, February 20, 10:30-11:30 a.m., McPherson cafetorium. The purpose of this program is to develop interest and participation in the instrumental music program. Sixth grade students from each feeder school will be walked to McPherson by their teachers.

2. Vocal Screening--Vocal screening will be arranged by the McPherson vocal music teacher prior to March 10.
3. Traveling Display--The art and industrial arts departments have prepared a traveling display for exhibit at the elementary schools. This display is available for one week at each campus.
4. Teacher Social--Thursday, February 26, 3:00-3:30 p.m. in the McPherson Media Center. A short get-together of McPherson seventh grade teachers and sixth grade teachers from the feeder schools. Refreshments will be served. Teachers from other grades at all schools are welcome to attend. During the social, teachers may exchange information about past and future students.
5. Teacher Mixed Volleyball--Teams from each school will be invited to a tournament at McPherson on Wednesday, March 3, 3:00-4:00 p.m.
6. Friday Morning Sessions--McPherson department chairpersons and elementary sixth grade representatives in subject areas will meet at McPherson in the Media Center to discuss subject articulation (levels of achievement, course content, standards, where students are and where teachers hope to take them) March 5, 8:15-8:45 a.m.
7. Student Ambassadors--Seventh grade students from

McPherson and Santiago will be recruited to make presentations regarding school rules, social activities, and extra-curricular programs. Students will be sent to the elementary schools they attended (see Appendix E-4).

8. Walk-in Program--The drama, girls' P.E., and boys' P.E. departments will present a program to the sixth grade students of all feeder schools on April 22, 10:30-11:30 a.m. in the McPherson cafetorium.
9. Sixth Grade Visitation--Sixth grade classes from each school are invited to visit Santiago. Information regarding all aspects of junior high school with tours of some classes, atrium, lockers, library, etc., will be presented. Students will also have an opportunity to meet the office staff.

A meeting of the eight junior high school activity directors, chaired by one of the junior high principals in the El Modena attendance area, was held in February to discuss articulation between the elementary and junior high school levels (see Appendix E-5). It was their unanimous opinion that they did not want to begin a concerted effort to involve elementary students with the older junior high youngsters. They felt the following activities should be open to spectator participation:

1. After-school athletic games

2. Musical and drama programs

The activity directors reinforced the planned orientation program for sixth graders by mentioning as important many of the items already included in the plan:

1. Visitations to the junior high.
2. Junior high student ambassador to be sent to the elementary school from which he/she graduated to tell about the junior high.
3. Special band and vocal presentation to the sixth grade.
4. Special assembly programs for the elementary school.
5. Junior high leaders visiting classrooms at elementary schools to answer questions and to relate highlights of junior high school.
6. Not related to orientation, but certainly a strong asset to the instruction program, is the Cross-Age Tutoring Program existing in the District. Activity directors hoped this would be a part of the plan.

A significant feature of this meeting was that the activity directors emphasized the need for quarterly meetings, and they established dates for such meetings.

Orientation from Junior to Senior High School

It was decided after discussions with junior and senior high school staff members and students that each incoming seventh grade student would be given a six-year study plan of academic classes. This instrument would be used in planning a student's program and would assist the student and parent, after conferring with a counselor, in choosing a course of study. Students would also be given a Career Booklet to encourage use of the Career Center (see Appendix E-6).

In addition to discussion with ninth grade students, a random sampling of ninth grade social studies classes at the two junior high schools elicited the following responses regarding attitudes toward the senior high school and toward becoming tenth grade students:

1. I am looking forward to it.
2. I am pretty happy about it.
3. A little scared.
4. It should be fun.
5. It is going to be a big change, much bigger school.
6. I think it will be great.
7. No bad feelings.
8. I can't wait, it seems so much freer.
9. I'd like to go to school with new friends.
10. I think it will be like my first year in junior high.
11. Scared and excited.
12. It offers a lot of opportunities.
13. Glad to be getting out of junior high.
14. Mixed feelings.
15. I will be able to take Driver Education.
16. I think I will be treated as a seventh grader

because everyone is older.

Three main groups seemed to be the prime influencers of these attitudes and feelings:

1. Older brothers and sisters, friends, and parents.
2. Friends at school, and relatives.
3. Neighbors.

A question on activities in which students plan to participate elicited the following responses:

	Yes	No
Athletics	56	38
Student Government	32	54
Drama	22	60
Clubs	66	18
Pep Squads	28	39
Music	18	62

A total of sixty-six students indicated they had attended a senior high activity during the year, while only twenty-four had not attended. The activities listed were as follows:

1. Football and basketball games.
2. El Modena High School visit.
3. Dances.
4. Concerts.
5. Visiting Day.
6. Drama and musicals.
7. Graduation.

8. Donkey basketball games.

Eighty-two students answered that they would like to visit the school to meet some of the teachers; twelve students did not want to be involved in such a visit. In response to the question about whether they would like to find out more about subjects being offered, eighty answered "yes" and ten answered "no."

Sixty-four students said that their present teachers do not speak very much about the senior high. The thirty-two whose teachers spoke often about the senior high listed the following mentioned by their teachers:

1. About how students talk to the teachers there.
2. How much the work and studying will change; how much our behavior will change.
3. About tests, classes, grades, that you need to pass.
4. About doing your best to prepare for the future.

The students were then asked what myths, stories, or rumors they had heard about the senior high school. These comments were made:

1. That it is no good.
2. It is super, a lot of fun, and nice people.
3. Older students put you down because you are younger.
4. That it is better than junior high.
5. School is like a jail.
6. Football game is not too great.
7. High school is always harder.

8. Too dirty.
9. It's a nice school.
10. They have a lot of fun activities.
11. Work is harder.
12. Time goes by super fast, everything is handled more openly.
13. Tenth graders will be pushed around.
14. They have very good sport activities.

The students surveyed suggested the following changes be made to assist students in making the transition from the junior high to the senior high:

1. Not as many requirements.
2. Have lunch passes.
3. Visit high school, talk to students and counselors.
4. I am confused about my schedule and would like to get more information and help.
5. Have a smoking area.
6. Patience.
7. More time to talk with counselors.
8. I wish that the students would meet us with open arms at our arrival.

A session with the Area Superintendent and senior and junior high counselors was held to develop registration and orientation plans. The results of the Area Superintendent's visit and survey were used for informational purposes. The following schedule was agreed to:

1. Senior high counselors to give orientation to ninth graders and have students sign up for Visitation Day--March 9 (McPherson) and March 10 (Santiago).
2. Campus visitation by students--March 17, 12:30-2:30.
3. Campus visitation by parents--March 17, 7:30 in the cafetorium.
4. Programs returned to junior high students--March 19.
5. Junior high counselors and teachers to review the schedules for level recommendations in history and English and for special education students--March 22-26 (Santiago and McPherson).
6. Senior high counselors to review programs individually--March 30-31 (Santiago) and April 1-2 McPherson).
7. Pick-up day for late registration--April 8.

On Visitation Day the students were allowed to visit classes of interest to them (see Appendix E-8). At the conclusion of the classroom visitation, an assembly was held for all visiting ninth graders. The agenda was as follows:

1:45	Jazz Ensemble to play while students assemble in the gym
1:50	Welcome by ASB president, Bruce Kiene Introduction of Mr. Kirwan, principal
1:55	Remarks by Mr. Kirwan
2:00	Drill Team routine
2:05	Pep Squad routine

2:10 Spokesman for athletic department

2:15 Jazz Ensemble

2:20 Closing

To coincide with the student visitation, a parent orientation was scheduled for the same evening. The agenda for the orientation is shown in Appendix E-9.

The senior high activity directors meet bi-monthly with the Area Superintendent who acts as liaison between the Student Advisory Council and the Board of Education. The Area Superintendent (practicum author), seeing a way to improve articulation through an existing channel, prepared a list of activities and concerns discussed at each activity directors' meeting to share with other senior high staff members.

Through these meetings the activity directors and the author monitored and attempted to coordinate programs and to curb the high cost of activities. The following actions resulted from these meetings:

1. Established a range of cost for Student Body Cards--$7.50 to $8.50
2. Established a range of cost for School Annual--$9.50 to $10.50.
3. Limited the number of formal dances to two per year.
4. Moved the location of dances to the school cafeteria and gymnasium when possible.
5. Established a specific number of miles away from the city of Orange that school dances can be held.

6. Attempted to curtail the number of costumes for cheer and song leaders and drill team members.
7. Discussed having our own pep squad summer clinic.
8. Discussed having our own student council summer leadership camp.
9. Submitted requests for bids to local photographers for the District's graduates' and school annual pictures.
10. Agreed to have junior high student council members invited to attend senior high student council meetings during spring semester.
11. Established mechanics for sharing of calendar of activities with junior high school.
12. Identified need for feeder junior high schools to meet with high school to coordinate activities so as not to compete with each other for audience or participants.

The meetings proved very successful. The plan for all activity directors to meet once each semester (both junior and senior high school) resulted. The El Modena director of activities was requested to meet with Santiago and McPherson Junior High School activity directors to discuss the need for closer cooperation and to volunteer the high school resources for their use (see Appendix E-11 for the results of these meetings).

It was decided that, for each incoming sophomore at registration time, the following would be provided:

1. Student Handbook.
2. Picture Information.
3. Student Body Card Information.
4. School Annual Information.
5. Student Accident Insurance.
6. Club Information.
7. School Map.
8. Booster Club Information.

Activity directors capped the visitations of ninth grade students to the high school with a presentation by the band and drill team at an assembly. This presentation was received enthusiastically by the junior high school students.

Grade-Level Elementary Transition

Although this practicum and the model do not address the transition of the students through elementary grades, the involvement of elementary principals in the elementary to junior high articulation planning led to a review of how elementary school class lists were formed for the following year. Principals were to review their methods and to improve the process of forming the next year's classes. The following steps were agreed upon by principals:

1. Principals will meet with teachers by grade level to discuss the characteristics of the children (how many test academically low or high, for example),

the implications of these characteristics for the next year's organizational patterns, and the best way to group the children for the classes as planned for 1976-77.

2. After discussion, the completed class placement cards will be sorted into tentative class lists. These classes will generally be heterogeneous in terms of student achievement, and most will be self-contained (unless it has been decided that some other form of grouping will be best for the grade).
3. These groups of placement cards will be used to type tentative class lists on ditto sheets.
4. The purpose of such teacher review is to catch any groupings of students which might be poor (for whatever reason) and to encourage previous teachers' comments about the needs of students.
5. All packets will be returned prior to the close of school in June. During the week after school, principals will review the class lists and make any notes regarding parent concerns, problems, etc., which might influence the assignment of individual children to classes. At this time, principals will make any changes they feel are appropriate.
6. In September, teachers will again review the finalized lists. If any major concerns develop, further adjustments may be made before posting the lists on

the Friday before classes begin (see Appendix E-12 for memoranda from principals to teachers and for examples of placement cards).

CHAPTER 5

EVALUATION

This chapter offers evaluation of the objectives involved in the practicum experience. Objectives 1 and 4 are discussed together, while Objectives 2 and 3 are examined separately.

OBJECTIVES 1 AND 2

Objective 1: By May 1976, with the assistance of District and site administrators, curriculum coordinators and teachers, a K-12 process for articulation will be developed, adopted by the Superintendent's Cabinet, and implemented in the El Modena High School attendance area of the Orange Unified School District.

The measurement method for Objective 1 was as follows: Success of the model will be measured by a random survey of staff members in the El Modena attendance area in the elementary, junior, and senior high schools.

Objective 4: By May 1976, with the assistance of those participating in development of the articulation model, a communication process will be developed to promote and enhance teacher administrator relationships.

The measurement methods for Objective 4 involved the following:

a. Acceptance and adoption of the model articulation process by the Superintendent's Cabinet.

b. Acceptance and adoption of the model process by 70 percent of the building principals.

c. A random survey of 50 percent of the teachers and administrators to list improved relationships.

Objectives 1 and 4 were measured by a random survey with the same instrument, of the staffs in the El Modena attendance area. One hundred questionnaires were distributed: 20 to the senior high participants; 30 to the junior high; and 50 to the elementary. Ninety-seven responses were returned--a very gratifying result. The results overwhelmingly reflected a desire on the part of respondents for the District to initiate an articulation process. The survey results are summarized below.

Classroom Teachers--All Levels

1. Seventy-seven percent of the random sample of 100 teachers approved of the articulation model developed and implemented in the El Modean High attendance area of the Orange Unified School District.
2. A total of 85 percent indicated that the inter-school meetings helped them achieve a better understanding of concerns at each level.
3. Eighty percent indicated that, prior to this year, they had not thought about what could be achieved

through articulation.

4. Ninety-two percent felt that the District had created an awareness of the meaning and value of articulation.

Elementary Teachers

1. Ninety-two percent of the elementary teachers indicated that the elementary course of study was beneficial to them.
2. Of the teachers surveyed, 65 percent noted that they had begun to employ improved teaching techniques and strategies because of exposure to the elementary course of study.
3. Many respondents made comments on significant changes, benefits, and use of improved teaching techniques, substantiating the effectiveness of the articulation project. The complete list is included in Appendix F-1. A few of the comments are listed here:
    a. Have become more tolerant with my fifth graders now that I have more realistic expectations of them. My lesson plans now have objectives which are at the level of understanding of my students.
    b. Set standards and guidelines for me. No longer flying by seat of my pants. Know what the objectives are and what is expected of me as a teacher.
    c. Became knowledgeable on skills taught and

learned in pupil's previous grade.

d. Helped me prepare youngsters for skills to be taught at the next grade level.

e. Increased understanding of problems and concerns at junior high school level.

f. Never realized what was going on outside my classroom.

g. Have learned many new instruction techniques from talking to other teachers.

h. Enjoy the climate of school more. Know where I am going and feel a friendship based on common goals has been established among the faculty.

i. Eliminated some overlap in materials.

Junior High Teachers

1. Ninety-three percent of the junior high teachers/respondents indicated that information on the elementary course of study, distributed to junior high school teachers, was sufficient to give them an adequate background in the math, science, language arts, and social science skills to which elementary students are introduced.

2. Meetings with senior high school and elementary staffs were deemed highly beneficial by over 87 percent of the staff at the secondary level and 93 percent of the staff at the elementary level.

High School Teachers

1. Sixty-seven percent of the social studies teachers felt that the meeting with the eighth grade history teacher will reduce overlapping and duplication of materials.
2. There were ambiguous feelings expressed regarding the expectation level in essential skills of junior high school students. Such a mixed reaction underscored the need to refine the essential skills list.

The following comments of both junior and senior high instructors reflected a favorable reaction to the activities included in the articulation project (see the complete list in Appendix F-1).

- a. We understand each others' problems now and can discuss solutions cooperatively.
- b. Will do better job with students now that I know what I can expect of them in basic skills.
- c. Reading list in language arts is a "neat" start.
- d. Will be able to recommend classes for ninth grade students going into high school.
- e. A continuum of K-12 skills is improving the learning experience of students.
- f. Coordinators and District department chairpersons more organized and definite in their stated objectives; they are also giving more assistance.

Building Principals

1. Ninety percent of the principals accepted the model and process, while 70 percent of them indicated there had been increased communication between teachers and administrators. Ninety percent mentioned increased communication between students and administrators. The goal of 70 percent approval was surpassed. One hundred percent of the principals believed the attendance area concept had helped in effecting the articulation process.
2. Some benefits mentioned by building principals included the following:
    - a. Has strengthened morale of the staff--all are striving to accomplish objectives.
    - b. Better acquainted; feel like a team.
    - c. Made me aware of student problems at other levels.
    - d. We think on a K-12 basis now.
    - e. Increased awareness of problems at feeder schools.
    - f. We have a closer understanding of common problems at all three levels.
    - g. Better understanding of unique needs at different levels.

Coordinators, D.D.C.'s and Reading/Resource Teachers

1. Significant benefits of the model and process were listed by elementary and secondary staff members,

coordinators, District department chairpersons, and administrators. Ninety percent stated that the process had met with acceptance by the department chairpersons and reading/resource teachers. Comments included:

a. Been in District eighteen years; first bona fide attempt to ensure continuity and quality of curriculum without overlaps or gaps.

b. The fact has been stressed that communication will open discussion in many areas and will encourage a shared plan of activities.

c. Developed film guide in science curriculum.

d. Developed elementary course of study to assist teachers.

e. Has enabled us to have an exchange of information, prodecures and ideas in both directions.

f. Has motivated me to become a more effective change agent in my area. (See Appendix F-1 for the complete list.)

Adoption by Superintendent's Cabinet

On April 19, 1976, the Superintendent's Cabinet adopted the articulation model and process for incorporation into the staff development program for the entire District in 1976-77 (see Figure 2, page 68).

OBJECTIVE 2

Objective 2 was as follows: During the development of the K-12 articulation process, the needs expressed by faculty members during the 1974-75 school year will be discussed and explored, and recommendations for solutions will be developed.

The measurement methods for Objective 2 follow:

a. Completed course of study for elementary.

b. Completed reading and film list.

c. List of revisions and method of sharing materials.

d. List of items discussed and resolutions made.

e. Random survey of junior high school staffs.

The following outcomes and achievements for Objective 2 resulted:

1. A course of study for the elementary grades was completed. The course of study apprised junior high staffs of subject matter being taught at the elementary level. Development of the course of study also had the effect of acquainting elementary teachers with the scope and sequence of courses required by the District at all levels. (See Appendix F-1 for course of study.)
2. A beginning reading list for language arts teachers to use in the junior and senior high schools was developed. This list coordinates reading assignments among the grades and allows English teachers

to be better informed on the scope of the students' assignments at all levels.

3. An excellent start was made in science articulation through the compilation and distribution of a film list to all science teachers.
4. The following plan was agreed on for the 1975-76 and 1976-77 school years until the new social studies framework is adopted:
   a. Eighth grade U.S. history will cover history from the discovery of America to the Civil War.
   b. Eleventh grade U.S. history will cover history from the Civil War to as much of present-day society as possible.
   c. Development of inquiry skills will be fostered at the eleventh grade level.
   d. Development of a K-6 course of study under the new framework will be designed during the spring semester. Representatives from each grade level, and one junior high teacher, will be released from regular classroom duty to write the course of study. (Secondary history teachers doubted that subject content duplication in U.S. history could be prevented, because it is necessary to review circumstances leading up to historical events. Some degree of "duplication" may therefore be of value. The teachers did state that

the newly adopted State social science framework may have an impact on future subject content to be taught.)

5. Junior high teachers were sent copies of the essential skills needed by students as they progress from junior to senior high school in the three academic areas of language arts, social studies, and mathematics. Eighty percent of the instructors surveyed indicated these skills meet their expectations for what students should be exposed to at each level.

OBJECTIVE 3

Objective 3: By the end of the 1975-76 school year, K-12 orientation plans will be developed and implemented for registering and orienting students, and for instilling a sense of confidence and continuity in students progressing from elementary to junior high to senior high.

The measurement method for Objective 3 was as follows: Eighty percent of students and ninety percent of staff members surveyed will indicate approval of the orientation procedures.

Two hundred randomly selected faculty members, ninth grade students, and sixth grade students were asked to evaluate their visitation days. Of 200 questionnaires distributed to these students, 124 were returned.

The outcomes and achievements for the third objective were as follows:

1. Seventy-nine percent of these students at the ninth grade level who returned questionnaires said the visitation day assisted them in selection of classes for next year. Ninety-three percent found the visitation interesting (see Appendix F-2).
2. Ninety-three percent of the ninth grade students responded that they wished to continue visiting the high school rather than have their future teachers come to the junior high.
3. Ninety-five percent of the senior high faculty members surveyed preferred having junior high students visit the campus. This figure exceeded the stated objective measurement method by five percent (see Appendix F-2).
4. Ninety percent of the sixth grade students felt the visits by the principal, counselors, and student ambassadors were helpful to them.
5. Seventy-eight percent of the elementary students who matriculate to Santiago Junior High rated their tour and meeting the teachers as very beneficial to them in the orientation process. This response indicated to the practicum author that McPherson Junior High School should set up a similar tour for its incoming students (see Appendix F-2).

6. One hundred percent of the sixth grade teachers described the program as more effective than in previous years (see Appendix F-3).

The data and comments revealed that the El Modena attendance area schools were leading the way in effecting a smooth student transition from one level of education to another. This success has emphasized the void in the other three attendance areas' orientation practices. The former procedure of sending counselors to register ninth grade students as the only means of orientation was not as effective as the process which El Modena attendance area students now follow.

Evaluation of Orientation Procedures--El Modena Attendance Area

At the end of September 1976, a survey was administered to a random selection of sophomores who participated in spring orientation at El Modena High School as ninth graders to determine how effective they felt the spring orientation had been in introducing them to high school. The survey revealed the following:

1. Fifty percent of the students indicated that the orientation was very helpful to them; 47 percent stated it was satisfactory; and 3 percent said that the orientation was of little value.
2. One hundred percent stated that the orientation program should be continued for this year's ninth grade

students.

3. Eighty-five percent indicated they received sufficient counseling as ninth graders from the junior high counselor, and 81 percent responded favorably to assistance given from the high school counselor.

The responses regarding the visitation and how it helped students may be summarized as follows:

1. Visitation provided an opportunity for students to see and to become familiar with the campus prior to the beginning of school.
2. Visitation also enabled students to meet teachers, administrators, and other students prior to the beginning of school.

The spring orientation procedures used by El Modena High School proved to be well received and helpful to the incoming sophomore students. There was complete agreement on the importance of continuing the format (see Appendix F-5).

Villa Park High School Attendance Area

A survey of students was taken to compare orientation programs for the ninth grade students at El Modena High with those for Villa Park High School sophomores. The Villa Park students had not been brought to the campus in the spring (see Appendix F-6 for complete results).

1. Sixty-six percent of the respondents indicated that they would have benefited from an opportunity to visit the high school in the spring of their ninth

grade year. Thirty-four percent felt that such a visit would not have been beneficial.

2. Seventy percent indicated they received sufficient counseling at the junior high level, and 73 percent stated the high school counselor gave adequate assistance.
3. Eighty-seven percent of the students surveyed felt welcome at their new school during the first week of enrollment.

The frustrations or negative experiences recounted by sophomores were mainly with the "scramble" registration system, long lines, not being able to request classes they wanted because of filled classes, etc. A few indicated that they had a difficult experience finding their way around the school.

A comparison of the orientation experiences of these students resulted in the following:

1. Ninety-seven percent of the El Modena sophomores felt the visitation to the school was of benefit to them. Sixty-six percent of the Villa Park sophomores indicated they would have liked the opportunity to visit the high school in the spring.
2. A 10 to 15 percent response differential was recorded by students who visited the high school in survey areas dealing with whether or not sufficient guidance was received from junior and senior high counselors.

This differential could be attributed to differences in preparation for and experiences during the visit.

3. An interesting spin-off of the survey for the practicum author and others was the realization that the registration process at Villa Park needed to be reviewed. Other high schools in the District expressed a similar concern.

For many students, feeling welcome at Villa Park at the beginning of the school year compensated for their not being able to visit the campus in the spring. The author intends to ask the principal to bring all junior high students to the high school this spring and to use the evaluation instrument that was used this year to gauge the effect of the visit.

McPherson Junior High School

1. The spring survey of sixth grade students indicated that 90 percent of the students felt the orientation program was helpful.
2. The follow-up in the fall, once the students had matriculated to the junior high school, reflected that 72 percent were very satisfied with the orientation. The additional 28 percent indicated general satisfaction. The following comments reveal some of the students' feelings:
    a. They told us what it was like.
    b. Prepared me for the seventh grade by telling how to open lockers.

   c. I wasn't as scared as I was at the start.
   d. I felt I was more acquainted with the school.
   e. They explained about lockers and how to find your classes.
   f. They told us what it would be like at McPherson.

   (See Appendix F-7 for complete survey.)

3. Unsettling myths and rumors were less of a problem. Seventy percent of the students said they had not been bothered by rumors; ten percent stated they had been; and 20 percent indicated that they were bothered by some rumors.
4. A high number of "sufficient help" responses (at both spring registration and fall opening) were received.
5. Eighty-five percent of the students surveyed in the fall indicated that a visit to the junior high campus would have been of value to them. They suggested that this procedure be incorporated in the next year's orientation program. Frustrations during the first week were characterized by statements such as:
   a. I really couldn't get my locker open. I really couldn't find my classes.
   b. I couldn't find out where to go to find out what classes to get on my card.
   c. I couldn't remember my class numbers and places.

   d. I couldn't find my classes. I couldn't find my way around the school. My locker wouldn't open.

6. Sixty-seven percent felt welcome, while 33 percent did not.

Santiago Junior High School

The principal at Santiago Junior High School was anxious to survey the incoming seventh graders on their first impressions of the school and orientation procedures.

1. Ninety percent of the students said the orientation prepared for them in the spring was helpful. Some of their comments follow:
   a. I knew what to expect when I got there.
   b. You knew what the school was like, and you knew where you were going.
   c. I knew what to look for.
   d. You weren't so scared, and you knew something about what was going on (see Appendix F-8).
2. Eighty-three percent stated their visit to Santiago in the spring was of value. This compared favorably with the 85 percent of the "nonvisitors" who indicated they would have liked to visit the McPherson campus in the spring.
3. In the spring, 95 percent of the students indicated the counselors were very helpful. In the fall survey, only 63 percent indicated they received

sufficient information on courses from counselors. The significant difference probably results from the fact that a concerted effort is made by counselors to disseminate information and to make contact with all students in the spring, but not in the fall. In the fall, counselors are heavily involved in resolving scheduling problems and planning class enrollment. They are not as free during this period to devote time to individual students.

4. Sixty-two percent of the seventh graders felt welcome during their first weeks at their new school. This relatively low response seems to indicate a need for emphasis in this area next year. The percentage of students feeling welcome at McPherson Junior high was 67 percent.

5. Frustrating experiences during the first week resembled those of students at McPherson:
   a. Opening my locker and getting to know people.
   b. Hard to remember where my classes were.
   c. Getting to know the students and teachers (see Appendix F-8 for complete survey).

6. Fifty-four percent of the students indicated that myths, stories, and rumors did materialize. However, at least 30 percent of the "rumors" dealt with issues such as required group showers in P.E. classes. In general, the comments made were very

positive.

During the first week of school, the junior high school will have to place special emphasis on making incoming seventh graders feel welcome and on instilling a sense of confidence in them. A special student and faculty task force could do much to alleviate fears that exist in seventh graders.

The spring orientation seems effective, but the long summer vacation nullifies the positive aspects of orientation for many students. This nullification problem suggests that spring orientation experiences should be reinforced in the fall.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

Few actions within a school or a school district can do more to improve the total educational program than positive action on articulation. A smooth transition and continuity of educational experiences will help ensure the most appropriate and productive use of the resources of the school and will help ensure necessary academic and social development of students.

The work completed in the articulation project conducted by the practicum author for the Orange Unified School District helped to improve: communication among administrators, teachers and students; curriculum planning at the elementary, junior high, and senior high school levels (and among the three levels); and confidence in students as they encountered new academic and social situations at school. Implementation of the model articulation process also helped to reduce unnecessary duplication in the use of instructional materials, and helped narrow the gaps in the educational sequence. All objectives were met and completed according to the criteria measurements specified in the project proposal.

Highlights of the articulation project were as follows:

1. Development of a functional model articulation

process, and subsequent implementation of that process.

2. Development of a course of study for elementary grades K-6.
3. Compilation of a reading list in language arts at junior and senior high levels.
4. Establishment of language arts film articulation.
5. Establishment of science film articulation.
6. Development of essential skills list for junior high students in English, social studies, and math.
7. Increased interaction, communication, and orientation between elementary and junior high teachers.
8. Development of a meaningful orientation program for elementary youngsters entering junior high school.
9. Increased interaction, communication, and orientation between junior and senior high teachers.
10. Development of a meaningful orientation program for junior high students going into senior high.
11. Establishment of a concerted effort to coordinate activity programs for grades 6-12.
12. Increased contact, interaction, and communication between:
    a. Teachers.
    b. Teacher and coordinator, department chairperson and reading/resource teacher.
    c. Teacher and administrator.

d. Building site administrator and District administrators.

e. District administrators.

Based on the project results, the practicum author recommends the following actions to further enhance the implementation of the articulation model in the Orange Unified School District:

1. A District advisory committee on articulation should be formulated. This standing committee should consist of an elementary, junior high, and senior high faculty member; an elementary, junior high, and senior high school principal; District coordinator; parent; student; director of program planning and research; and Area Superintendent. The purpose of the committee should be to assess, and to advise on and assist in, the OUSD articulation process.
2. The practicum author should evaluate the model articulation process's influence on the transition of students from the elementary level to the junior high and from the junior high to the senior high in late September of the 1976-77 school year. (Accomplished)
3. A systematic program should be developed to identify the learning skills to be attained at the various levels and to make certain that the record of student proficiency in skills is transferred to the

teachers at the next level. This identification should be the responsibility of the Deputy Superintendent in charge of Curriculum and Instruction.

4. Each school should produce performance-oriented written objectives concerning articulation. These objectives should be stated in quantifiable terms, insofar as possible, indicating what will be accomplished within a certain time frame. These objectives should be included in the school plan required by the District.
5. Each school should develop an internal articulation program to meet its specific needs while adhering to the general guidelines set forth in the District model.
6. Teachers should recognize the value for the students of departmental meetings, and should participate fully in these meetings so that information on sequential educational experiences can be discussed and integrated into the total articulation program.
7. The successful orientation program implemented at El Modena High School should be expanded so that all junior high students will have an opportunity to enter senior high school with confidence.
8. Teachers should be encouraged to exchange classes and to establish student study groups. These actions should increase teacher understanding of their

colleagues' and students' problems, needs and subject areas, and should encourage teachers to explore articulation possibilities.

9. Teachers and administrators should continue to visit classrooms and other school areas. Visits should include both classroom observation and conferences with teachers.

10. Junior and senior high teachers should assist elementary teachers by serving as subject matter consultants in areas in which elementary teachers may not have sufficient depth of preparation.

11. Exchange programs should be continued in activities such as music, drama, science displays, and industrial art exhibits. The exchange program would give both students and teachers a realistic perspective on the instructional programs being offered at various levels.

12. The point should be made to teachers that the lack of an incremental program from grade level to grade level can no longer be accepted, particularly because of the varied backgrounds of current students. An individualized program should be developed so that young people of varied academic abilities and backgrounds can progress at their own rates.

Continued emphasis on and research in the area of articulation by the Orange Unified School District is necessary to ensure further development and future success of the model articulation process. The practicum author has accepted the Orange Unified School District Superintendent's request to develop a timeline for the implementation of the articulation process in all OUSD attendance areas over the next three years.

BIBLIOGRAPHY

BIBLIOGRAPHY

Charles, A. D. "Achieving Articulation of Subject Matter," School and Community, LIV (February, 1968), 16.

Dixon, Lyle J. "Articulation Between Elementary and Junior High School Programs in Mathematics and Associated Problems," School Science and Mathematics, LXVII (April, 1967), 341-345.

Downez, Lawrence W. The Secondary Phase of Education. New York: Blaisdell Publishing Co., 1965.

Hodge, Marion W. "Articulation of Secondary and Elementary Schools," California Journal of Secondary Education, XXXI, 6 (October, 1956).

Hunter, Ernest L. "Articulation for Continuity in the School Program," The National Elementary Principal, XLXI, 3 (January, 1967), 58-60.

Juckett, Edwin A. "A Pleasant Bridge in the Hyde Park Schools," Clearing House, XXIX (October, 1954), 81-83.

Romine, Stephen A. "Articulation: A Look at the Twelve Year Program," The North Central Association Quarterly, XV (April, 1961), 274-277.

Shane, Harold G. "A Curriculum Continuum: Possible Trends in the Seventies," Phi Delta Kappan, LI (March, 1970), 389-392.

Sobel, Thomas. "The Broader Meaning of Articulation," Phi Delta Kappan, LIII (September, 1971), 25-29.

Strickland, Jo Ann H., and William Alexander. "Seeking Continuity in Early and Middle School Education," Phi Delta Kappan, LI (March, 1969), 397-400.

Wilhelm, Fred T. "Elementary and Secondary School Principals--Partners in Pressure," The National Elementary Principal, XLVII, 6 (May, 1968), 75-79.

APPENDICES

APPENDIX A

CHAPTER 1

APPENDIX A

HIGH SCHOOL GRADUATE FOLLOW-UP--
SELECTED QUESTIONS

Your educational/occupational status was influenced to what extent by each of the following: (Scale: 1) very much, 2) much, 3) some, 4) not much, 5) none)

7.	parents	1) 37%	2) 18%	3) 25%	4) 11%	5) 7%
8.	friends	1) 3%	2) 14%	3) 34%	4) 24%	5) 25%
9.	teachers	1) 5%	2) 16%	3) 27%	4) 25%	5) 27%
10.	counselors	1) 2%	2) 11%	3) 18%	4) 21%	5) 49%
11.	high school counselors	1) 10%	2) 17%	3) 25%	4) 26%	5) 22%

19. How much help did you receive from the counseling staff in making educational goals?

Very much 3% Much 11% Some 23% Not Much 26% None 37%

20. How much help did you receive from the counseling staff in making occupational goals?

Very much 1% Much 8% Some 14% Not Much 23% None 53%

How great a need did you have for counseling services in the following areas? (Scale: 1) very much, 2) much, 3) some, 4) not much, 5) none)

35.	adjustment to school problems	1) 5%	2) 27%	3) 15%	4) 14%	5) 64%
36.	selection of high school courses	1) 4%	2) 13%	3) 27%	4) 20%	5) 35%
37.	personal problems	1) 3%	2) 2%	3) 7%	4) 10%	5) 78%
38.	developing post-high school educational plans	1) 6%	2) 20%	3) 22%	4) 19%	5) 33%
39.	developing tentative occupational plans	1) 5%	2) 13%	3) 16%	4) 21%	5) 44%

How much help did you receive from the counseling staff in the following areas? (#5 in this section was "didn't need or seek much help")

40.	adjustment to to school	1) 1%	2) 5%	3) 7%	4) 12%	5) 75%
41.	selection of high school courses	1) 1%	2) 5%	3) 7%	4) 12%	5) 35%
42.	developing post-high school educational plans	1) 2%	2) 7%	3) 26%	4) 36%	5) 29%
43.	developing tentative occupational plans	1) 1%	2) 6%	3) 14%	4) 27%	5) 51%
44.	relationships with teachers	1) 1%	2) 7%	3) 10%	4) 14%	5) 68%

APPENDIX B

APPENDIX B-1 Page 127

ABC Unified School District Gahr High School Handbook for Incoming Freshmen

APPENDIX B-2 Page 139

Capistrano Unified Decision Making Model and Structure Which Allow for Articulation Within a Level as well as Between Levels

APPENDIX B-3 Page 156

Beverly Hills High School Orientation Program for Incoming Freshmen

- 3.1 Correspondence with Department Chairmen, Page 156
- 3.2 Letters to Principal and Counselors of Elementary Schools, Page 164
- 3.3 Articulation Cards, Page 171
- 3.4 Materials Necessary for Visits to the Elementary Schools, Page 173
- 3.5 Auditorium Arrangements, Page 189
- 3.6 Invitation to Parents, Page 190
- 3.7 Materials Given to Parents at Orientation, Page 193
- 3.8 Handbook for Incoming Ninth Graders, Page 200

APPENDIX B

CHAPTER 2

APPENDIX B

APPENDIX B-1 Page 127

ABC Unified School District Gahr High School Handbook for Incoming Freshmen

APPENDIX B-2 Page 139

Capistrano Unified Decision Making Model and Structure Which Allow for Articulation Within a Level as well as Between Levels

APPENDIX B-3 Page 156

Beverly Hills High School Orientation Program for Incoming Freshmen

3.1 Correspondence with Department Chairmen, Page 156

3.2 Letters to Principal and Counselors of Elementary Schools, Page 164

3.3 Articulation Cards, Page 171

3.4 Materials Necessary for Visits to the Elementary Schools, Page 173

3.5 Auditorium Arrangements, Page 189

3.6 Invitation to Parents, Page 190

3.7 Materials Given to Parents at Orientation, Page 193

3.8 Handbook for Incoming Ninth Graders, Page 200

APPENDIX B-1

GAHR HIGH SCHOOL HANDBOOK

APPENDIX B-1

GAHR

HIGH

GLADIATORS

ABC UNIFIED SCHOOL DISTRICT

SCHOOL INFORMATION SHEET

GAHR HIGH SCHOOL
Established 1965
11111 Artesia Boulevard, Cerritos, California 90701
(213) 926-5566
Principal - Dr. Hanford Rants

Modern, Air-Conditioned Facilities on 46 Acres. 2150 Students.

Teaching Staff

80 Certificated Staff Members - Average Age 31
30 Masters Degrees 42 Bachelors + 30 Units
Average Staff Teaching Experience - 7 years
Overall Teacher - Pupil Ratio 31-1

Student Body

Average IQ 96
Ethnic Ratio = 5% Black, 3% Oriental, 4% Indian, 2.5% Asian-Pacific 18% Mexican-American, 67.5% Other
60% College Bound Population
475 Students Enrolled in Work Experience and ROP Classes (Regional Occupations)
25 Clubs For Student Interest or Service

Curriculum Offerings

Complete Comprehensive High School Offerings
College Preparation Includes Three Languages, Advanced Math and Science
Modern Industry (Rotates Classes Through Areas of Trades and Industry)
Arts in Motion (Rotates Classes Through Areas of Fine Arts)
U.S. History Taught In Standard or XYZ (Rotates With Teaching Specialists)
Distributive Education Course Includes Operation of Student Store
Independent Study Program Allows Any Student to Pursue Any Interest For Credit (With Guidance)
40 ROP (Regional Occupations Program) Course Offerings
Junior/Senior Students May Take College Credit Classes at Cerritos College
Prescriptive Education Program For Reluctant Learner

GAHR HIGH SCHOOL

INFORMATION SHEET

Curriculum Offerings - Continued

Humanities and Horors Program For Mentally Gifted Minors
Intersession Credit Classes at Christmas, Spring Vacation and Summer
Learning Disability Program
ESL Program (English As A Second Language)
Career Center Open Daily For Student Research and Counseling

Student Achievements Of Note

Band of 100 Students On Concert Tour Annually (To Hawaii Every Other Year, Mexico 1976)
California State University Featured Gahr Student Body As Model For Ethnic Unity and Spirit
Three Of Four District Finalists in Bank Of America Awards Contest - 1974 One in 1975 Two in 1976
Five Students In State Speech Finals - 1975 Eight in 1976
Student Achievement Scores Above Expectancy Scores In Annual Testing
Student Assembly Programs Without Assigned Teacher Supervision
Athletic Iron-Man Trophy - Best Record For All Levels of Athletic Competition in ABC District 1974 - 1975
Most Honored (Awards) Pep Squad Drill Team Units In This Area
Modern Dance Group Earned Opportunity To Appear in Hollywood Bowl
Reading Outreach Program
All Boys Athletic Teams Entered CIF Playoffs - Four League Championships
Girls Basketball - League Champions 1975 Softball 1976
CIF Champions - 2A Track - 5 Boys + 1 Girl to State Track Meet

Administrative Staff - (Includes Activity/Athletic Director)

3 Women 3 Men
All Have Served on WASC Accreditation Committee Visiting Other Schools
Average 17 Years Experience
One Teaches Graduate Education Administrative Courses At CSULB
All Administrators/Counselors Have Masters Degrees
Grade-Level Counselors Stay With Class 4 Years

1. What are Freshmen, Sophomores, Juniors, and Seniors?

   9th, 10th, 11th, and 12th graders respectively.

2. How will I know if I am taking the correct courses for college entrance requirements?

   Check pages 8-13 in your course description handbook or see your counselor.

3. How are students graded?

   The grades are a measure of the students' personal development and growth, citizenship, attendance, improvement in work habits, and cooperation and participation in the classroom, as well as subject achievement. Subject achievement takes into consideration the mastery of knowledge and skills and the development of constructive attitudes and appreciations.

   A - Excellent
   B - Above Average
   C - Average
   D - Below Average
   F - Failing
   I - Incomplete
   P - Passing
   NC - No Credit

4. When do we receive report cards?

   Report cards are issued quarterly. The quarter ends on November 12, January 28, and April 1, and June 17. You will receive your June card by mail approximately two weeks later. The other three report cards are given out at school.

5. What are credits?

   Credits are units given at the successful completion of every course, usually 5 credits are earned for each semester class completed. It takes two quarters to make one semester.

6. How many courses may I carry?

   Generally a student enrolls for five courses each semester. To earn additional credits a student may take R.O.P. classes, adult school classes, Cerritos College classes (during Junior and Senior years), or with special permission, a 6th period class.

7. How many credits may one earn each semester?

The usual number of credits earned is 25 per semester.

8. How many units of credit are required for graduation from Gahr High School?

A minimum of 200 credits are required to graduate from Gahr High School. Specific requirements are listed in the course offerings, refer to page 7 of your course description handbook.

9. I want to go to college - how much foreign language will I have to take?

State colleges and some private colleges do not require foreign language, however, the University of California and many private colleges require a minimum of 2 years of the same language.

10. Do I get units of credit for foreign language taken in 7th and 8th grade?

No, however, successful completion of the same language in 7th or 8th grade allows the student to enroll in second year level of that language at Gahr High School.

11. Do summer school credits count toward graduation requirements?

Yes. You may take enrichment courses or make up units.

12. What is a student program card?

A student program card is the individual student's list of courses including place, time, and teacher.

13. May I take Driver Education as a Freshman?

No. You must first take Career and Driver Education which is given in your sophomore year.

14. What is R.O.P.?

Regional Occupational Programs are career oriented offerings available to upper classmen. Refer to pages 58-69 in your course description handbook for a list of courses.

15. What is the Work Experience Program?

Students may receive credits for working at a paying job. Refer to page 54 of your course description handbook or see Mrs. Sandoval in the Career Center, room 401.

16. What is a Counselor?

A Counselor is a person who will help you to cope with personal and social concerns and advise you in your academic affairs. Mr. Ralph Spicer will be the 9th grade counselor.

17. Can I drop a class or change classes?

You will be given an opportunity to make any necessary adjustments before school starts. Changes after that time require teacher, parent, and counselor approval.

18. When have I completed my high school education at Gahr High School?

When you have completed the high school graduation requirements as outlined on page 7 of the course description handbook.

19. What is the California High School Proficiency Examination?

It is an opportunity to demonstrate through a test that a student (16 or 17 years of age) has obtained an acceptable level of proficiency in the basic skills taught in public high school. Students passing the test will be given a certificate of proficiency and may, with parental approval, be exempted from compulsory high school attendance.

20. How do I get a locker?

You will be assigned a locker through the bookroom the first week of school. You will have the same locker for 4 years. Any problems with your locker are handled through the bookroom.

21. Can I leave Gahr High School campus when I want?

No. A student may leave campus when his last class is over or if he has secured an outside pass from the attendance office.

22. What does the attendance office do?

The attendance office issues readmit cards for absences when students present a note signed by their parents. The attendance office also issues outside passes; takes calls from parents regarding absences; and keeps records on all students attendance.

23. Can I bring a friend to school to visit?

No. Gahr High School has a closed campus.

24. How may my parents help the Freshman class?

They will be contacted by the P.T.S.A. by mail. Please encourage them to get involved.

25. What is the A.S.B. card?

Your Associated Student Body card identifies you as a Gahr Student. Its purchase assures you a yearbook and entrance into many school activities.

26. Where can I pay for school pictures, dance and game tickets, etc.?

In the Activities Office which is located in the Administration Building between the Deans' offices. The Activities Office is open for business at snack, lunch, and after school.

27. What offices are in the Administration Building?

Principal, assistant principals, deans, counselors, director of activities, director of athletics, nurse's office, attendance, and clerical staff.

28. If I plan to be active in sports, where do I get athletic insurance forms?

These forms are available in the Dean of Boys Office for both girls and boys athletic insurance.

29. How do I get regular school insurance?

An application form will be given to you in one of your classes. If you are interested you will fill out the form and mail it directly to the company.

30. Where do I get my P.E. clothes?

In the student store at Gahr or local department stores.

31. When is the student store open and what do they have?

Before school, snack, and during lunch. The student store has school supplies, gift items, cards, and some snacks.

32. How do I join athletic teams?

As each season begins the coaches will make announcements in the student bulletin. You can sign up with the individual coach at that time. Mr. Walsh, Director of Athletics, can answer questions regarding the programs. His office is next to the attendance office in the administration building.

33. How can I join a club?

Announcements will be in the student bulletin.

34. What is the student bulletin?

A daily bulletin that is read to you each day during your 2nd period class. All business, athletics, and club activities are included. Lost and found articles are also announced in the bulletin and may be claimed in the Dean of Girls office. Bulletins are also posted in the Library, Counseling, and the Deans offices.

35. How much money do I need for lunch?

Hot lunches from the cafeteria and snack bar run approximately 50¢ to 75¢.

36. Can I go home for lunch?

Yes. If you live within walking distance from school your parents may come to the Dean of Boys office and fill out an application for a lunch permit.

37. Can I ride my bike to school?

Yes, but it must be locked with a chain lock in the school bike rack area and have a license.

38. Who do I talk to about riding the school bus?

Call the transportation department at 926-5566 extension 237.

39. What will I need to bring to classes the first day of school?

Classwork will begin immediately. You will need a pencil, pen, and notebook.

40. What does Gahr High School want my freshman year to be?

H-A-P-P-Y!

GAHR HIGH SCHOOL

WHERE TO GO WITH WHICH PROBLEMS

1.	Accident Reports, Illness, Injury (Students)	Betty Lauzon
2.	Activities, Scheduling	Ted Teach
3.	Athletics Boys - Girls	Darrell Walsh
4.	Attendance	Nancy Williams
5.	Calendar, School Clubs	Ted Teach
6.	Career Education, Use of Career/Resource Center, ROP Information	Ralph Spicer
7.	Course Descriptions, Outlines, Changes	Ruth Rabenberg
8.	Discipline	D. Crowley/M. Clisby
9.	Faculty-Staff Club President	Bill Raabe
10.	Field Trips	Nancy Williams
11.	Grading-Philosophy, Procedure	Ruth Rabenberg
12.	Insurance, Student and Athletic	Dean Crowley
13.	Library Use, Service	Pam Pino
14.	Locker Assignments, Problems	Bookroom-Mrs. Cummings
15.	Parking, Car Registration	Dean Crowley
16.	Posters, Approval	Ted Teach
17.	Publicity, School and Community	Marge Hart
18.	Registration of Students	Ruth Rabenberg
19.	Room Use (During Day)	Edith Harrison
20.	Room Use (After School)	Ted Teach
21.	Room Use (Evenings and Weekends)	Dean Crowley
22.	ROP Class Sign-Up	Counselors
23.	School Philosophy, Regulations	Hanford Rants
24.	Student Academic - Guidance Problems	Grade Level Counselor
25.	Supervision - School Day	Dean Crowley
26.	Supervision - Paid Activities	Ted Teach
27.	Summer School	Dean Crowley
28.	Vocational Education - Work Experience	Ralph Spicer Phyllis Sandoval

BELL SCHEDULES

REGULAR DAY

1 period	8:00 - 8:50	50 min.
2	8:55 - 9:55	60
Snack	9:55 - 10:10	15
3	10:15 - 11:05	50
4	11:10 - 12:00	50
Lunch	12:00 - 12:35	35
5	12:40 - 1:30	50
6	1:35 - 2:25	50
Detention	2:30 - 3:10	40

SHORT DAY

1 period	8:00 - 8:50	50 min.
2	8:55 - 9:50	55
Snack	9:50 - 10:05	15
3	10:10 - 10:55	45
4	11:00 - 11:45	45
Lunch	11:45 - 12:20	35
5	12:25 - 1:10	45
6	1:15 - 1:55	40
Detention	2:00 - 2:40	40

ASSEMBLY DAY

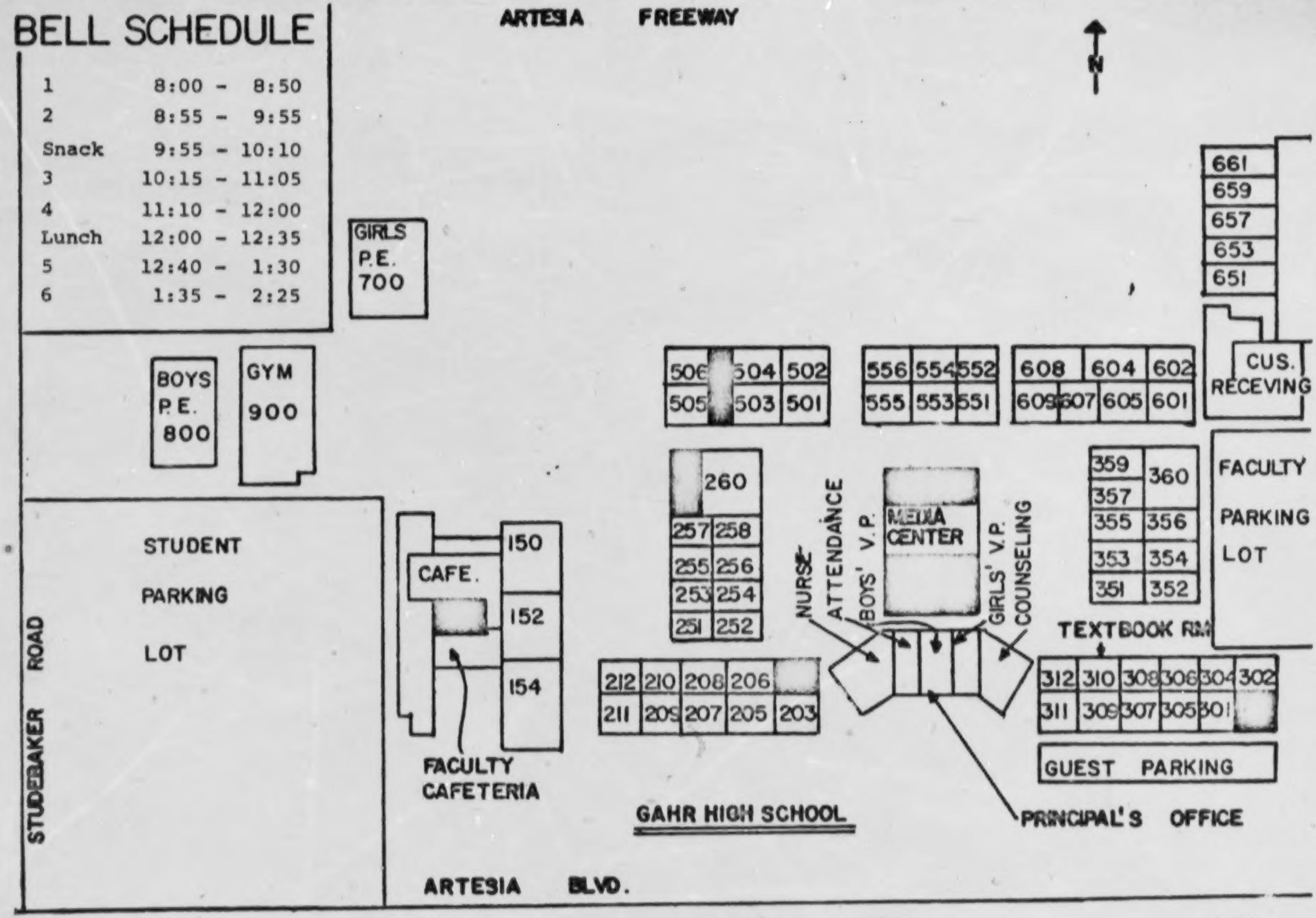
1 period	8:00 - 8:50	50 min.
2	8:55 - 9:35	1st Assemb.
Snack	9:35 - 9:50	15
2	9:55 - 10:35	2nd Assemb.
3	10:40 - 11:20	40
4	11:25 - 12:05	40
Lunch	12:05 - 12:40	35
5	12:45 - 1:30	45
6	1:35 - 2:25	50
Detention	2:30 - 3:10	40

MINIMUM DAY

1 period	8:00 - 8:38	38 min.
2	8:43 - 9:23	40
3	9:28 - 10:06	38
Snack	10:06 - 10:21	15
4	10:26 - 11:04	38
5	11:09 - 11:47	38
6	11:52 - 12:30	38
Detention	12:35 - 1:15	40

BELL SCHEDULE

1	8:00 - 8:50
2	8:55 - 9:55
Snack	9:55 - 10:10
3	10:15 - 11:05
4	11:10 - 12:00
Lunch	12:00 - 12:35
5	12:40 - 1:30
6	1:35 - 2:25


ARTESIA FREEWAY
N
GIRLS P.E. 700
BOYS P.E. 800
GYM 900
STUDENT PARKING LOT
STUDEBAKER ROAD
CAFE.
FACULTY CAFETERIA
150
152
154
506 504 502
505 503 501
556 554 552
555 553 551
608 604 602
609 607 605 601
661
659
657
653
651
CUS. RECEVING
260
257 258
255 256
253 254
251 252
NURSE
ATTENDANCE
BOYS' V.P.
MEDIA CENTER
GIRLS' V.P.
COUNSELING
359 360
357
355 356
353 354
351 352
FACULTY PARKING LOT
TEXTBOOK RM
212 210 208 206
211 209 207 205 203
312 310 308 306 304 302
311 309 307 305 301
GUEST PARKING
PRINCIPAL'S OFFICE
GAHR HIGH SCHOOL
ARTESIA BLVD.

138

APPENDIX B-2

CAPISTRANO UNIFIED DECISION MAKING MODEL AND STRUCTURE

APPENDIX B-2

Elementary and Secondary Instruction | Policy 6140
Curriculum
(6140)

STAFF/COMMUNITY INVOLVEMENT IN CURRICULAR AND INSTRUCTIONAL DECISION-MAKING

It is the purpose of this policy to set forth the general framework within which staff and community members work to provide clear direction and organization to the district-wide process of instructional and curricular decision-making.

I. A teacher's role involves responsibility for many decisions regarding the teaching/learning process in the classroom. Teachers daily make decisions affecting the learner, regarding the learning process, defining instructional objectives, organizing subject matter and interest centers, selecting classroom activities, methods and materials, and evaluating student progress.

II. Teachers, along with other certificated personnel, parents, students, and other citizens of the school district are involved in the curriculum development and revision process at both the school and district level.

III. While curriculum revision and development frequently yield a product, the process involved is of primary importance as an ongoing cycle consisting of modification, change, and continual refinement.

IV. Schools are community centered and must meet all the educational needs of their clientele.

V. To have an effective community centered school, the principal, as community educational leader, must participate in development of district policies by providing input to the Board of Trustees and superintendent so district policies meet the needs of his community.

VI. Within the framework of district policies and procedures the building principal developes, with his staff and community, goals and objectives appropriate to the needs of that community; utilizes resources such as financial, personnel, materials, and facilities to provide an educational program which meets the community's needs, and facilitates the implementation of instructional innovation and improvement.

VII. Decision-making procedures are designed to facilitate interaction within the organization.

STAFF/COMMUNITY INVOLVEMENT IN CURRICULAR AND INSTRUCTIONAL DECISION-MAKING (Cont.)

VIII. In the decision-making process, programs are not ends in themselves but means for meeting a need or achieving the desired results. The value of a program is directly related to its degree of effectiveness in actually achieving those results.

IX. The total school district, divisions, schools, departments, and individuals manage their work against objectives and plans for achievement of these objectives.

X. Participative management within delegated levels of responsibilities shall always be practiced throughout the organization.

XI. Channels of communication are kept as free and open as possible. Any person in any part and at any level of the organization is encouraged to go directly to any other part or person in the organization for information or assistance needed to perform his job. "Going through channels", in the restrictive sense, is applicable only to situations involving directions, approvals, or vetoes.

XII. The superintendent is charged with the responsibility for developing appropriate procedures for implementing this policy.

Policy Adopted 2/19/74

STAFF/COMMUNITY INVOLVEMENT IN THE DISTRICT CURRICULAR AND INSTRUCTIONAL DECISION-MAKING PROCESS

(see also, Policy 6161.1)

I. PURPOSE

A. It is the intent of the District:

1. To provide for the district wide involvement of staff, students, and other community members in the curriculum and instruction decision-making process by:

    a. Allowing for direct involvement of teachers in those curriculum and instructional changes with which they are concerned;

    b. Providing a structure which allows for articulation within a level as well as between levels;

    c. Providing for the selection and adoption of instructional materials based on the needs of the program;

    d. Providing an opportunity for teachers and principals to make recommendations for change in subject matter and instructional methodology based upon justifications made visible for all to see; and

    e. Providing a system through which teachers, curriculum personnel, and administrators have the opportunity to influence decision-making in areas of major responsibilities.

2. To provide a means by which the flow of ideas relating to the possible change of the organization and operation of the district program of instruction can be processed on a continuing basis.

3. To provide the opportunity for the staff, students, and community to explore alternatives based on systematic analysis and interaction by all concerned at all levels of the enterprise.

4. To provide a vehicle by which all proposals for change be made visible as a basis for comparison, justification, and the assigning of priorities for implementation in relation to need and financial capability.

STAFF/COMMUNITY INVOLVEMENT IN THE DISTRICT CURRICULAR AND INSTRUCTIONAL DECISION-MAKING PROCESS

I. PURPOSE (Cont.)

5. To provide staff, students, and community with a communication network relating to the processing of all proposals having to do with change.

6. To provide a funnel or screening device through which all proposals for change are discussed and evaluated against criteria leading to a recommended disposition to implement, reject, revise or table pending further study, findings, etc.

7. To provide the district administration and Board of Trustees with overall perspective, justifications, alternatives, and comparative priorities which become the substance supporting administrative recommendations to the governing board.

II. DEFINITIONS OF TERMS

A. Curriculum

"Curriculum" means the courses of study, courses, subjects, classes, and organized group activities provided by a school. (E.C. 7554)

B. Course of Study

"Course of Study" means the planned content of a series of classes, courses, subjects, studies, or related activities. (E.C. 7555)

C. Course

"Course" means an instructional unit of an area or field of organized knowledge, usually provided on a semester, year, or prescribed length of time basis. (E.C. 7556)

D. State Framework

"State Framework" means a recommended model for curriculum development recommended by a State Advisory Committee in a content field or organized area of knowledge designed to assist curriculum specialists, teachers, and administrators in their efforts to improve the quality of the school program.

III. DISTRICT ADMINISTRATIVE ORGANIZATION

A. The district line and staff Chart I (attached) shows administrative relationships.

STAFF/COMMUNITY INVOLVEMENT IN THE DISTRICT CURRICULAR AND INSTRUCTIONAL DECISION-MAKING PROCESS

IV. DISTRICT ORGANIZATIONAL MODEL FOR DECISION-MAKING IN CURRICULUM AND INSTRUCTION

A. Chart II (attached) shows the relationship of the various advisory groups to the district administration and Board of Trustees.

V. PROPOSAL/DECISION PATH INTER-FACED WITH ORGANIZATIONAL MODEL FOR DECISION-MAKING IN CURRICULUM AND INSTRUCTION

A. Chart III (attached) shows possible alternative paths the various instructional and curricular recommendations may follow from inception to full adoption.

  1. Proposals and/or recommendations may proceed from school staffs, individuals, or groups to any of the constituted reviewing units (curriculum area subcommittes, task forces, advisory-steering committees, etc.). Each unit is responsible for communicating its recommendation to the appropriate personnel in a reasonable period of time.

B. Proposals, generally regarded as of a pilot or exploratory nature may be routed directly to the Program Planning and Review Commission (PPRC).

  1. See Charts IV and V (attached) for the Program (or project) Development System and Cycle.

C. Those proposals not regarded as pilot or exploratory in nature may be referred directly to the Curriculum Development Council for review. All proposals referred to the CDC will be reviewed relative to the Curriculum Model, Chart VII (attached).

VI. DISTRICT ADVISORY BODIES

A. Chart VI (attached), while not all inclusive, lists advisory bodies for both instructional and non-instructional purposes.

VII. MEMBERSHIP ON DISTRICT ADMINISTRATIVE/MANAGEMENT UNITS

A. District Management Staff

District Superintendent
Assistant Superintendent, General Services
Assistant Superintendent, Instruction
Director, Administrative Services
Director, Personnel

STAFF/COMMUNITY INVOLVEMENT IN THE DISTRICT CURRICULAR AND INSTRUCTIONAL DECISION-MAKING PROCESS

VII. MEMBERSHIP ON DISTRICT ADMINISTRATIVE/MANAGEMENT UNITS (cont.)

A. District Management Staff (cont.)

Director, Curriculum and Projects
Director, Special Education and Pupil Services
Director, Regional Occupational Programs
Building Principals
Coordinator, Library Media Services
District Music Chairman
Resource Teacher, M.G.M.
Resource Teacher, Bilingual/Bicultural
Director, Facilities and Services
Director, Food Services
Director, Fiscal Services

B. Central Administrative Staff

District Superintendent
Assistant Superintendent, General Services
Assistant Superintendent, Instruction
Director, Administrative Services
Director, Personnel
Director, Curriculum and Projects
Director, Special Education and Pupil Services
Director, Regional Occupational Programs
Principals' Representative

C. Central Instruction Staff

Assistant Superintendent, Instruction
Director, Special Education and Pupil Services
Director, Curriculum and Projects
Director, Regional Occupational Programs
Coordinator, Library Media Services
District Music Chairman
Resource Teacher, M.G.M.
Resource Teacher, Bilingual/Bicultural
Principals' Representative

D. District Instructional Management Staff

Central Instruction Staff
Building Principals (Preschool - 12)

STAFF/COMMUNITY INVOLVEMENT IN THE DISTRICT CURRICULAR AND INSTRUCTIONAL DECISION-MAKING PROCESS

VII. MEMBERSHIP ON DISTRICT ADMINISTRATIVE/MANAGEMENT UNITS (cont.)

E. Secondary Principals (grades 7 - 12 includes high school assistant principals

F. Elementary Principals (grades Preschool - 6)

G. Elementary - Junior High Principals (grades Preschool - 8)

H. Compensatory Education Program Principals

VIII. MEMBERSHIP ON TEACHER-ADMINISTRATOR ADVISORY COMMITTEES

A. Curriculum subject area subcommittees

1. Each school housing any K-8 grades will have one teacher representative on each of the following district wide committees to be selected annually by principal and staff. In addition, one principal from the appropriate elementary principals' subcommittee will be appointed by the chairman of the elementary principals:

- Reading-Language Arts
- Mathematics
- Social Science
- Science
- Health
- Physical Education
- Music
- Art
- Kindergarten
- Preschool (where applicable)
- Library Media Skills

2. Each school housing any grades 7 - 12 will have one teacher representative on each of the following district wide committees. In addition, one administrator will serve in an ex-officio capacity and be appointed by the 7-12 principals:

- English
- Mathematics
- Social Science
- Science
- Physical Education - Health - Boys
- Physical Education - Health - Girls
- Art
- Industrial Arts
- Music
- Business Education
- Home Economics
- Foreign Language
- Library Media Skills

STAFF/COMMUNITY INVOLVEMENT IN THE DISTRICT CURRICULAR AND INSTRUCTIONAL DECISION-MAKING PROCESS

VIII. MEMBERSHIP ON TEACHER-ADMINISTRATOR ADVISORY COMMITTEES (Cont.)

B. Curriculum Development Council

Director, Curriculum and Projects
Director, Special Education and Special Services
*1 elementary principal
1 elementary teacher appointed by CUFT
*1 principal grades 7-8
*1 principal grades 9-12
1 junior high teacher appointed by CUEA
*1 senior high teacher
Coordinator Library Media Services

* To be appointed by Superintendent (all appointments to be for 1 year)

C. Program Planning and Review Commission

1 grades K-8 principal appointed by CUAA (2 years)
1 grades 9-12 principal appointed by CUAA (1 year)*
1 grades K-3 teacher appointed by CUEA (2 years)
1 grades 4-6 teacher appointed by CUEA (2 years)
1 grades 7-12 teacher appointed by CUEA (2 years)
1 grades 7-8 teacher appointed by CUFT (2 years)
1 grades 9-12 teacher appointed by CUFT (1 year)*
1 classified representative appointed by CSEA (2 years)
1 elementary teacher appointed by Superintendent (2 years)
1 special education teacher appointed by Superintendent (1 year)*
1 principal appointed by Superintendent (1 year)*
1 classified person appointed by Superintendent (1 year)*

* After first year all terms will be 2 years

IX. MEMBERSHIP ON INSTRUCTIONAL MATERIALS REVIEW COMMITTEE

Assistant Superintendent, Instruction
Coordinator Library Media Services
Administrative Representative grades K-6 appointed by K-6 principals
Administrative Representative grades 7-8
Administrative Representative grades 9-12 appointed by 9-12 principals
1 Board member
7 parents or other community members - one to be appointed by each member of the Board of Trustees for a term coinciding with the term of the Trustee making the appointment.

STAFF/COMMUNITY INVOLVEMENT IN THE DISTRICT CURRICULAR AND INSTRUCTIONAL DECISION-MAKING PROCESS

X. CURRICULUM DEVELOPMENT AND ADOPTION CYCLE

A. Recommendations regarding curriculum change may enter the system at any level where they will be referred for appropriate review and disposition as may be deemed essential.

B. Meetings of district curriculum area subcommittees may be called by any member when proposals are submitted for review and action.

   1. Curriculum area subcommittees should select a chairman at the first meeting of the year.

   2. The administrative appointee to the subcommittee will be responsible for all communication and arrangements including agendas, minutes, and meeting place. It will be the role of the administrator to serve the chairman as a facilitator.

C. In general, curriculum development and adoption will proceed from the general framework to more detailed course of study to specific objectives.

D. Teachers who may be selected to pull together program level objectives, develop district standards, or other extended assignments will be provided with released time.

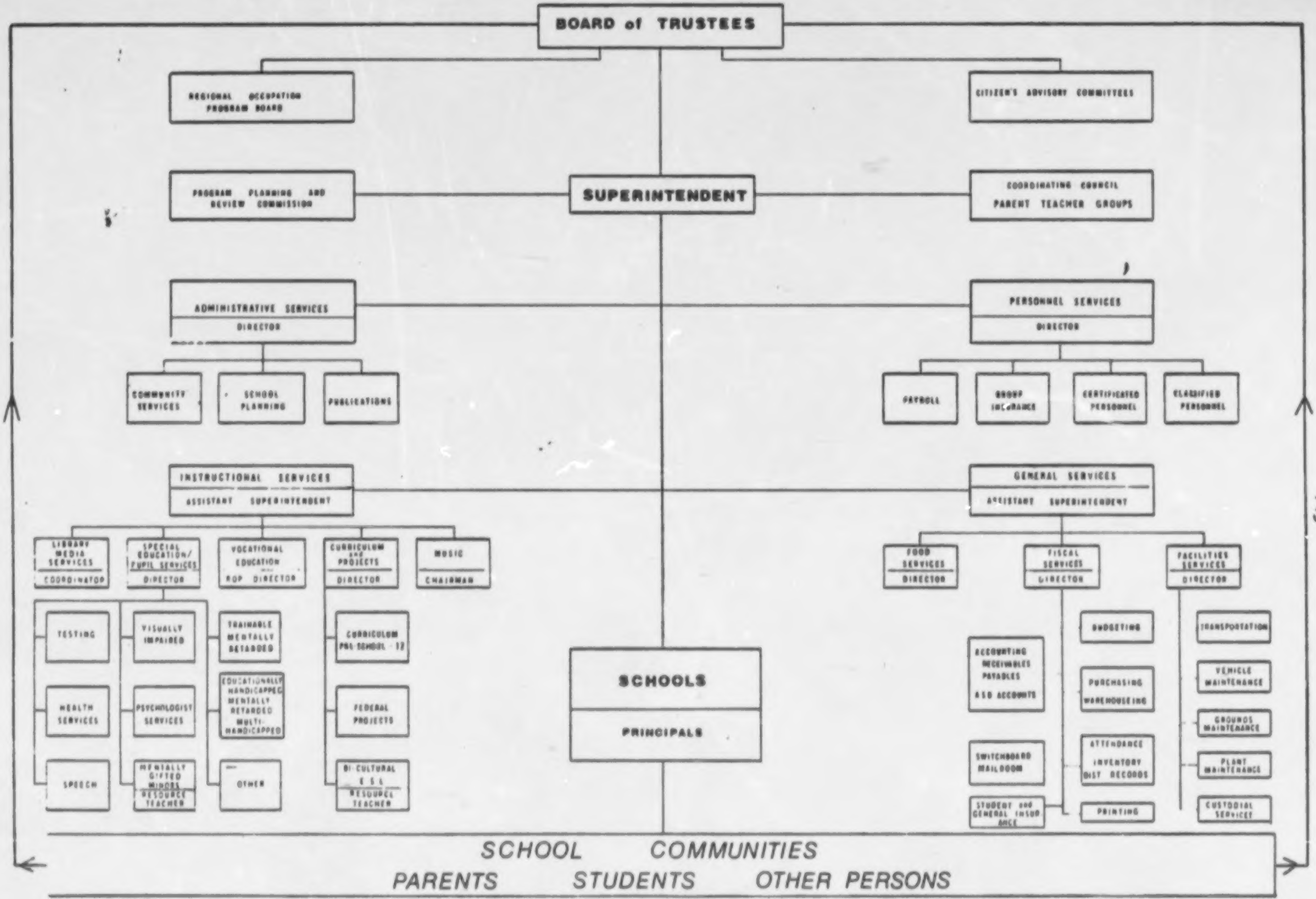

BOARD of TRUSTEES
REGIONAL OCCUPATION PROGRAM BOARD
CITIZEN'S ADVISORY COMMITTEES
PROGRAM PLANNING AND REVIEW COMMISSION
SUPERINTENDENT
COORDINATING COUNCIL PARENT TEACHER GROUPS
ADMINISTRATIVE SERVICES
DIRECTOR
COMMUNITY SERVICES
SCHOOL PLANNING
PUBLICATIONS
PERSONNEL SERVICES
DIRECTOR
PAYROLL
GROUP INSURANCE
CERTIFICATED PERSONNEL
CLASSIFIED PERSONNEL
INSTRUCTIONAL SERVICES
ASSISTANT SUPERINTENDENT
LIBRARY MEDIA SERVICES
COORDINATOR
SPECIAL EDUCATION/ PUPIL SERVICES
DIRECTOR
VOCATIONAL EDUCATION
ROP DIRECTOR
CURRICULUM and PROJECTS
DIRECTOR
MUSIC
CHAIRMAN
TESTING
HEALTH SERVICES
SPEECH
VISUALLY IMPAIRED
PSYCHOLOGIST SERVICES
MENTALLY GIFTED MINORS
RESOURCE TEACHER
TRAINABLE MENTALLY RETARDED
EDUCATIONALLY HANDICAPPED MENTALLY RETARDED MULTI-HANDICAPPED
OTHER
CURRICULUM PRE-SCHOOL - 12
FEDERAL PROJECTS
BI-CULTURAL E S L
RESOURCE TEACHER
GENERAL SERVICES
ASSISTANT SUPERINTENDENT
FOOD SERVICES
DIRECTOR
FISCAL SERVICES
DIRECTOR
FACILITIES SERVICES
DIRECTOR
ACCOUNTING RECEIVABLES PAYABLES ASB ACCOUNTS
SWITCHBOARD MAILROOM
STUDENT and GENERAL INSURANCE
BUDGETING
PURCHASING WAREHOUSEING
ATTENDANCE INVENTORY DIST RECORDS
PRINTING
TRANSPORTATION
VEHICLE MAINTENANCE
GROUNDS MAINTENANCE
PLANT MAINTENANCE
CUSTODIAL SERVICES
SCHOOLS
PRINCIPALS
SCHOOL COMMUNITIES
PARENTS STUDENTS OTHER PERSONS

CHART I
ADM. PROCEDURE #6100

ORGANIZATIONAL MODEL FOR DECISION-MAKING IN CURRICULUM AND INSTRUCTION

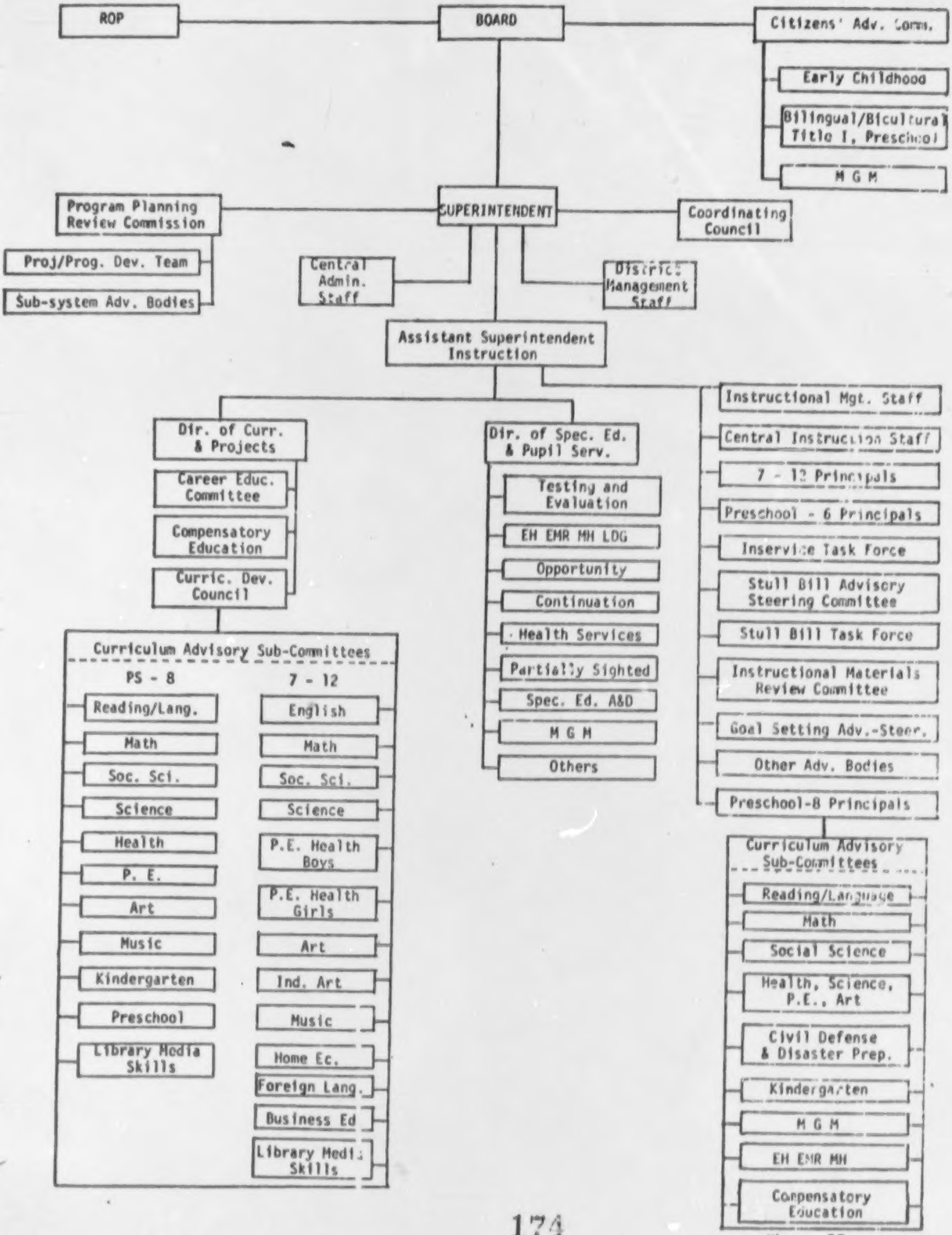

ROP
BOARD
Citizens' Adv. Comm.
Early Childhood
Bilingual/Bicultural Title I, Preschool
M G M
Program Planning Review Commission
Proj/Prog. Dev. Team
Sub-system Adv. Bodies
SUPERINTENDENT
Coordinating Council
Central Admin. Staff
District Management Staff
Assistant Superintendent Instruction
Dir. of Curr. & Projects
Career Educ. Committee
Compensatory Education
Curric. Dev. Council
Curriculum Advisory Sub-Committees
PS - 8
Reading/Lang.
Math
Soc. Sci.
Science
Health
P. E.
Art
Music
Kindergarten
Preschool
Library Media Skills
7 - 12
English
Math
Soc. Sci.
Science
P.E. Health Boys
P.E. Health Girls
Art
Ind. Art
Music
Home Ec.
Foreign Lang.
Business Ed
Library Media Skills
Dir. of Spec. Ed. & Pupil Serv.
Testing and Evaluation
EH EMR MH LDG
Opportunity
Continuation
Health Services
Partially Sighted
Spec. Ed. A&D
M G M
Others
Instructional Mgt. Staff
Central Instruction Staff
7 - 12 Principals
Preschool - 6 Principals
Inservice Task Force
Stull Bill Advisory Steering Committee
Stull Bill Task Force
Instructional Materials Review Committee
Goal Setting Adv.-Steer.
Other Adv. Bodies
Preschool-8 Principals
Curriculum Advisory Sub-Committees
Reading/Language
Math
Social Science
Health, Science, P.E., Art
Civil Defense & Disaster Prep.
Kindergarten
M G M
EH EMR MH
Compensatory Education

Chart II
Adm. Procedure #6140

PROPOSAL/DECISION PATH INTER-FACED WITH ORGANIZATIONAL MODEL FOR DECISION-MAKING IN CURRICULUM AND INSTRUCTION

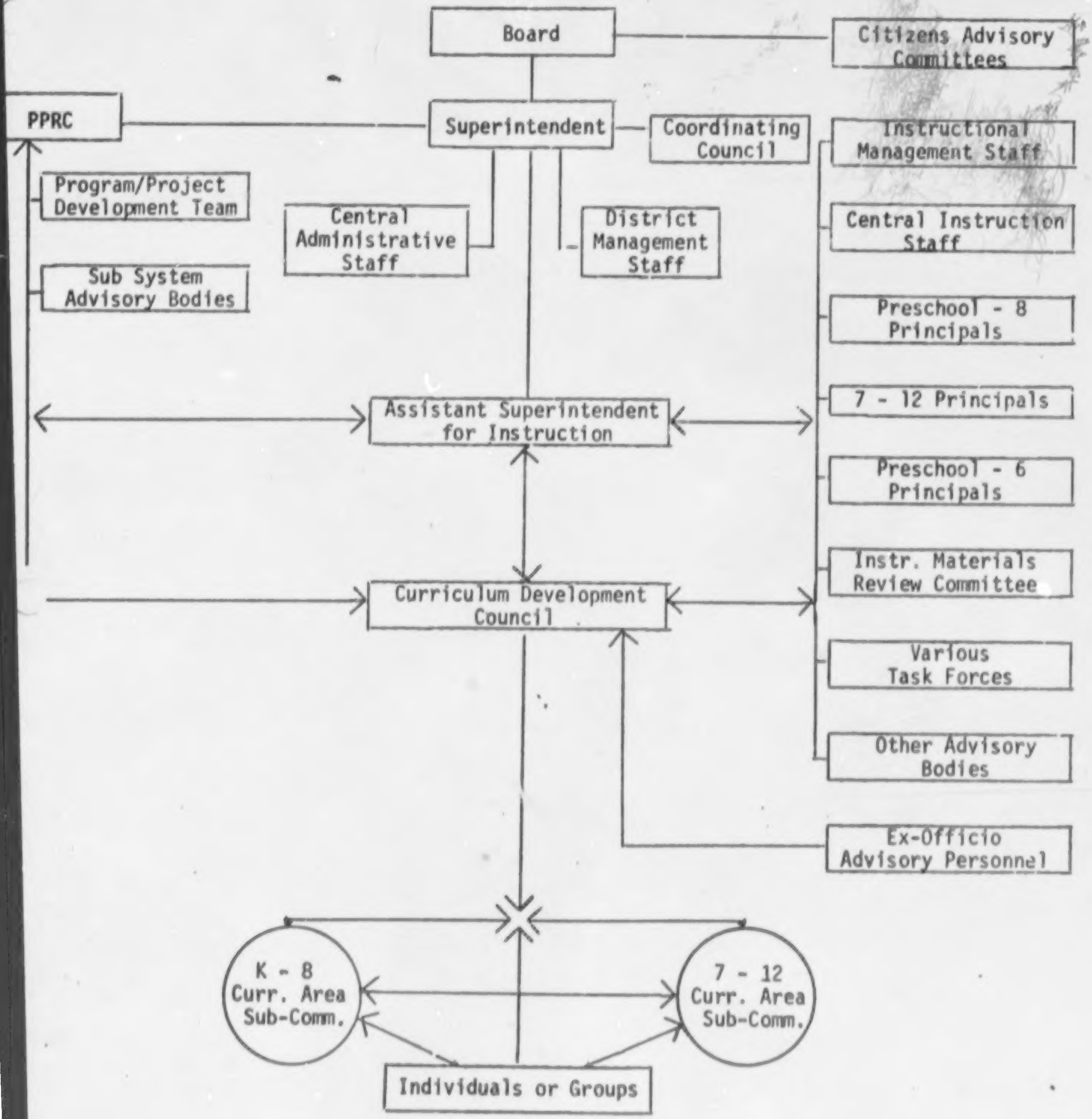

Board
Citizens Advisory Committees
PPRC
Superintendent
Coordinating Council
Instructional Management Staff
Program/Project Development Team
Central Administrative Staff
District Management Staff
Central Instruction Staff
Sub System Advisory Bodies
Preschool - 8 Principals
7 - 12 Principals
Assistant Superintendent for Instruction
Preschool - 6 Principals
Instr. Materials Review Committee
Curriculum Development Council
Various Task Forces
Other Advisory Bodies
Ex-Officio Advisory Personnel
K - 8 Curr. Area Sub-Comm.
7 - 12 Curr. Area Sub-Comm.
Individuals or Groups

Chart III
Adm. Procedure #6140

PROGRAM (OR PROJECT) DEVELOPMENT SYSTEM

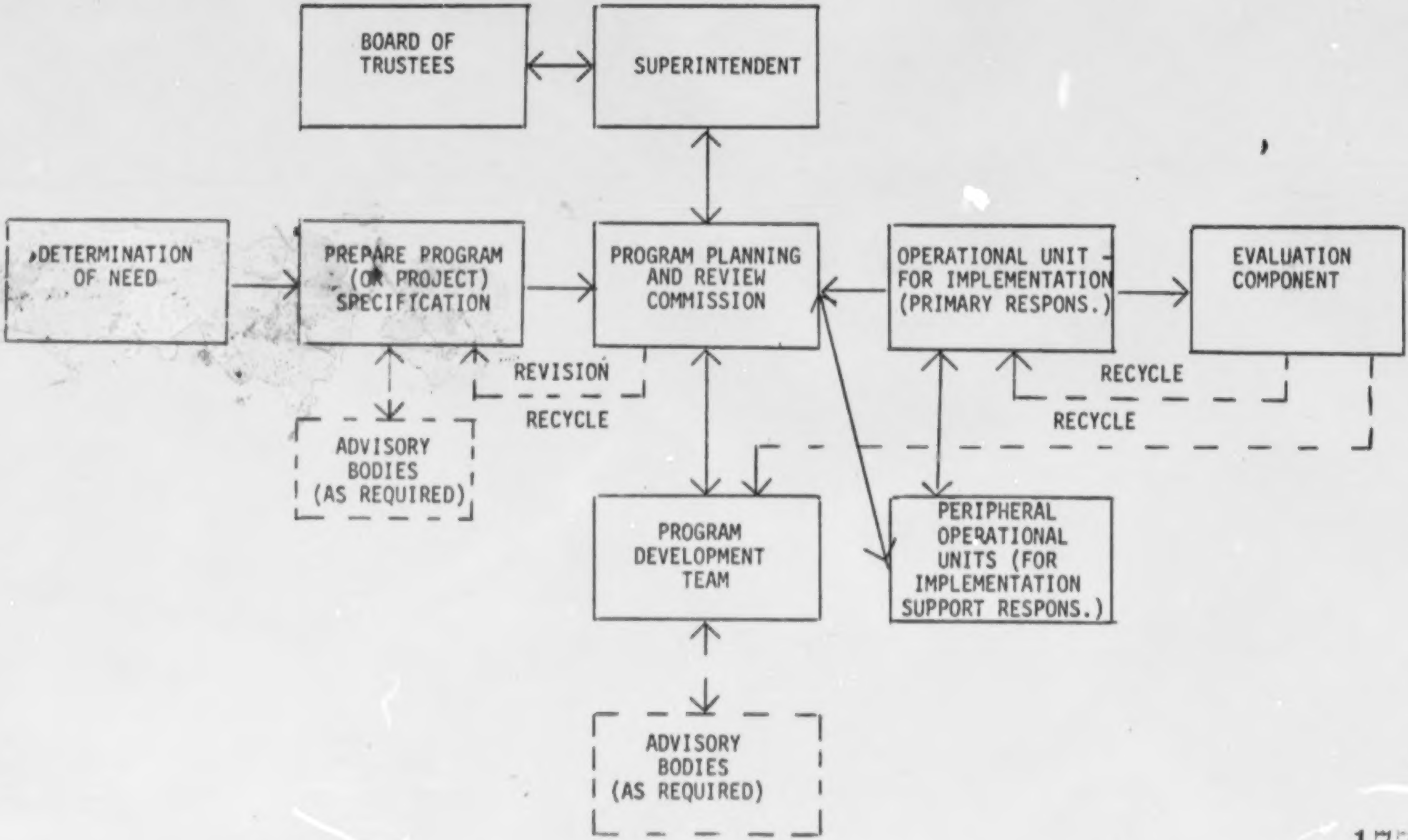

BOARD OF TRUSTEES
SUPERINTENDENT
DETERMINATION OF NEED
PREPARE PROGRAM (OR PROJECT) SPECIFICATION
PROGRAM PLANNING AND REVIEW COMMISSION
OPERATIONAL UNIT FOR IMPLEMENTATION (PRIMARY RESPONS.)
EVALUATION COMPONENT
REVISION
RECYCLE
RECYCLE
RECYCLE
ADVISORY BODIES (AS REQUIRED)
PROGRAM DEVELOPMENT TEAM
PERIPHERAL OPERATIONAL UNITS (FOR IMPLEMENTATION SUPPORT RESPONS.)
ADVISORY BODIES (AS REQUIRED)

Chart IV
Adm. Procedure #6140

PROGRAM (OR PROJECT) DEVELOPMENT CYCLE

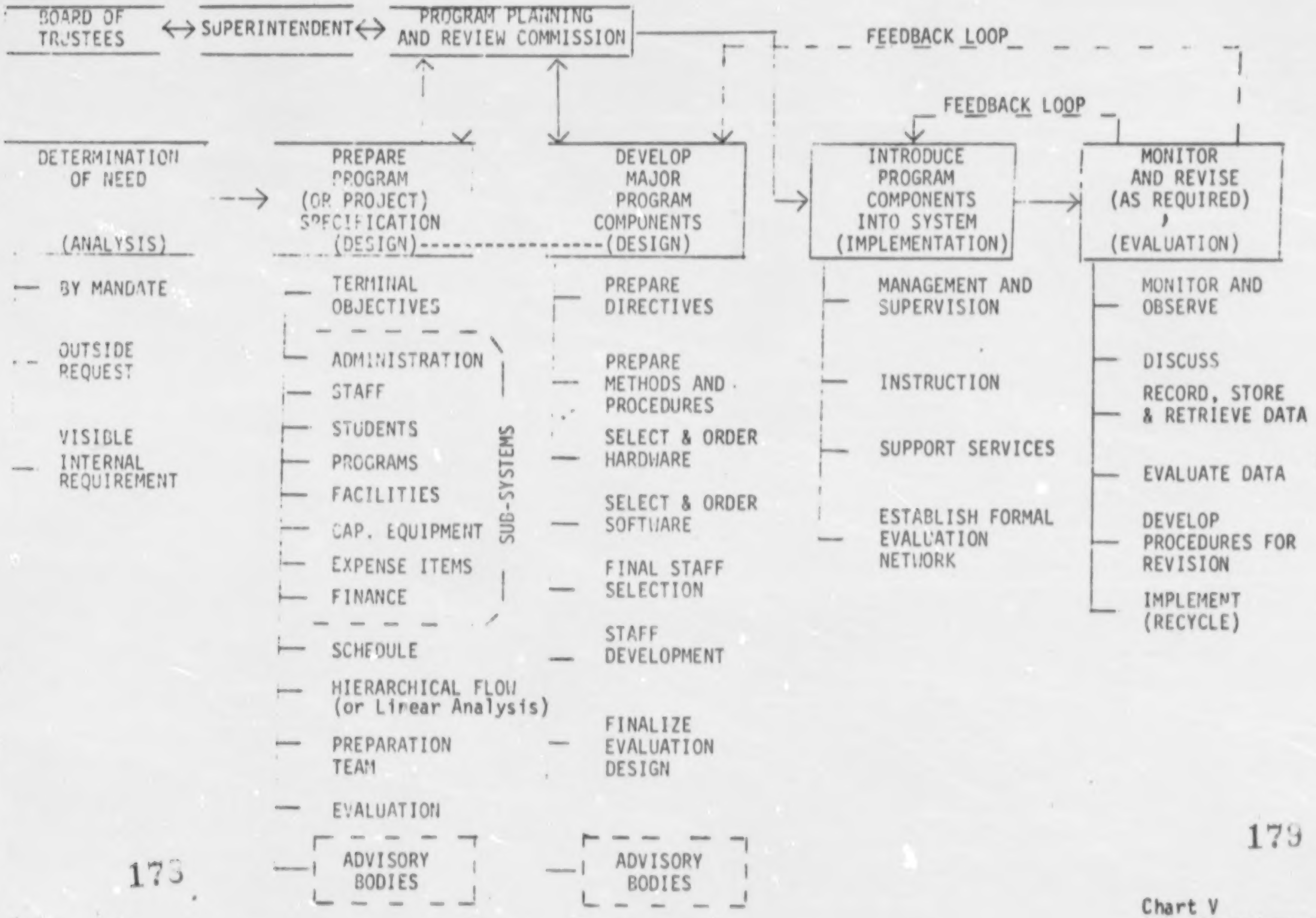

BOARD OF TRUSTEES
SUPERINTENDENT
PROGRAM PLANNING AND REVIEW COMMISSION
FEEDBACK LOOP
FEEDBACK LOOP
DETERMINATION OF NEED
(ANALYSIS)
BY MANDATE
OUTSIDE REQUEST
VISIBLE
INTERNAL REQUIREMENT
PREPARE PROGRAM (OR PROJECT) SPECIFICATION
(DESIGN)
TERMINAL OBJECTIVES
ADMINISTRATION
STAFF
STUDENTS
PROGRAMS
FACILITIES
CAP. EQUIPMENT
EXPENSE ITEMS
FINANCE
SUB-SYSTEMS
SCHEDULE
HIERARCHICAL FLOW (or Linear Analysis)
PREPARATION TEAM
EVALUATION
ADVISORY BODIES
DEVELOP MAJOR PROGRAM COMPONENTS
(DESIGN)
PREPARE DIRECTIVES
PREPARE METHODS AND PROCEDURES
SELECT & ORDER HARDWARE
SELECT & ORDER SOFTWARE
FINAL STAFF SELECTION
STAFF DEVELOPMENT
FINALIZE EVALUATION DESIGN
ADVISORY BODIES
INTRODUCE PROGRAM COMPONENTS INTO SYSTEM
(IMPLEMENTATION)
MANAGEMENT AND SUPERVISION
INSTRUCTION
SUPPORT SERVICES
ESTABLISH FORMAL EVALUATION NETWORK
MONITOR AND REVISE (AS REQUIRED)
(EVALUATION)
MONITOR AND OBSERVE
DISCUSS
RECORD, STORE & RETRIEVE DATA
EVALUATE DATA
DEVELOP PROCEDURES FOR REVISION
IMPLEMENT (RECYCLE)

Chart V
Adm. Procedure #6140

CAPISTRANO UNIFIED .OOL DISTRICT
ADVISORY BODIES

A. DISTRICT-WIDE GROUPS - MEMBERSHIP DICTATED BY POSITION

1. Central Administrative Staff
2. Central Instruction Staff
3. District Management Staff
4. District Instructional Management
5. Elementary Principals
6. Elementary and Junior High Principals
7. Junior High and High School Principals

B. DISTRICT-WIDE GROUPS - MEMBERSHIP DETERMINED BY COMMON INTERESTS - LEADERSHIP APPOINTED FROM STAFF - MEMBERS APPOINTED FROM SCHOOL STAFF OR FROM AMONG RESIDENTS OF THE SCHOOL COMMUNITY BY SUPERINTENDENT

1. Mentally Gifted Minors
2. Multi-Handicapped
3. Educable Ment. Retarded
4. Educationally Handicapped
5. Civil Defense
6. Venereal Disease
7. Music
8. Mathematics
9. Social Science
10. Kindergarten
11. Reading - Language Arts
12. P.E., Health, Science, Art
13. Compensatory Programs
14. Reading Resource Teachers
15. Preschool Teachers
16. Kindergarten Teachers
17. Other

C. DISTRICT-WIDE GROUPS - MEMBERSHIP DETERMINED BY NEEDS OF DISTRICT - MEMBERS APPOINTED BY SUPERINTENDENT AND OR BOARD OF TRUSTEES

1. In-House Groups
    a. System Evaluation Committee
        Elementary Program
        Junior High Program
        High School Program
    b. Program Planning and Review Commission
    c. Inservice Task Force
    d. Stull Bill Task Force
    e. Stull Bill Advisory-Steering Committee
    f. Staff Realations Committee
    g. Safety Committee
    h. Instructional Material Review Committee
    i. MGM Advisory-Steering Committee
2. Citizen's Advisory Committee
    a. Growth Committee
    b. All Year School Committee
    c. Recreation Commission
    d. Mentally Gifted Minors Committee
    e. Early Childhood Education Committee
    f. Vocational Education
    g. Compensatory Bicultural Education Committee
    h. Program Planning Budget Study Committee
    i. Goals and Evaluation Committee

D. INDIVIDUAL SCHOOL AND SCHOOL-COMMUNITY GROUPS NOT INCONSISTENT WITH NOR IN DUPLICATION OF GROUPS TO BE INCLUDED IN A, B, AND C

Regular meetings of school faculties are mandatory. Each school shall have a functioning parent-teachers organization. Booster clubs are encouraged in those schools in which inter-school competition is a part of the school's program. Student councils are encouraged and expected.

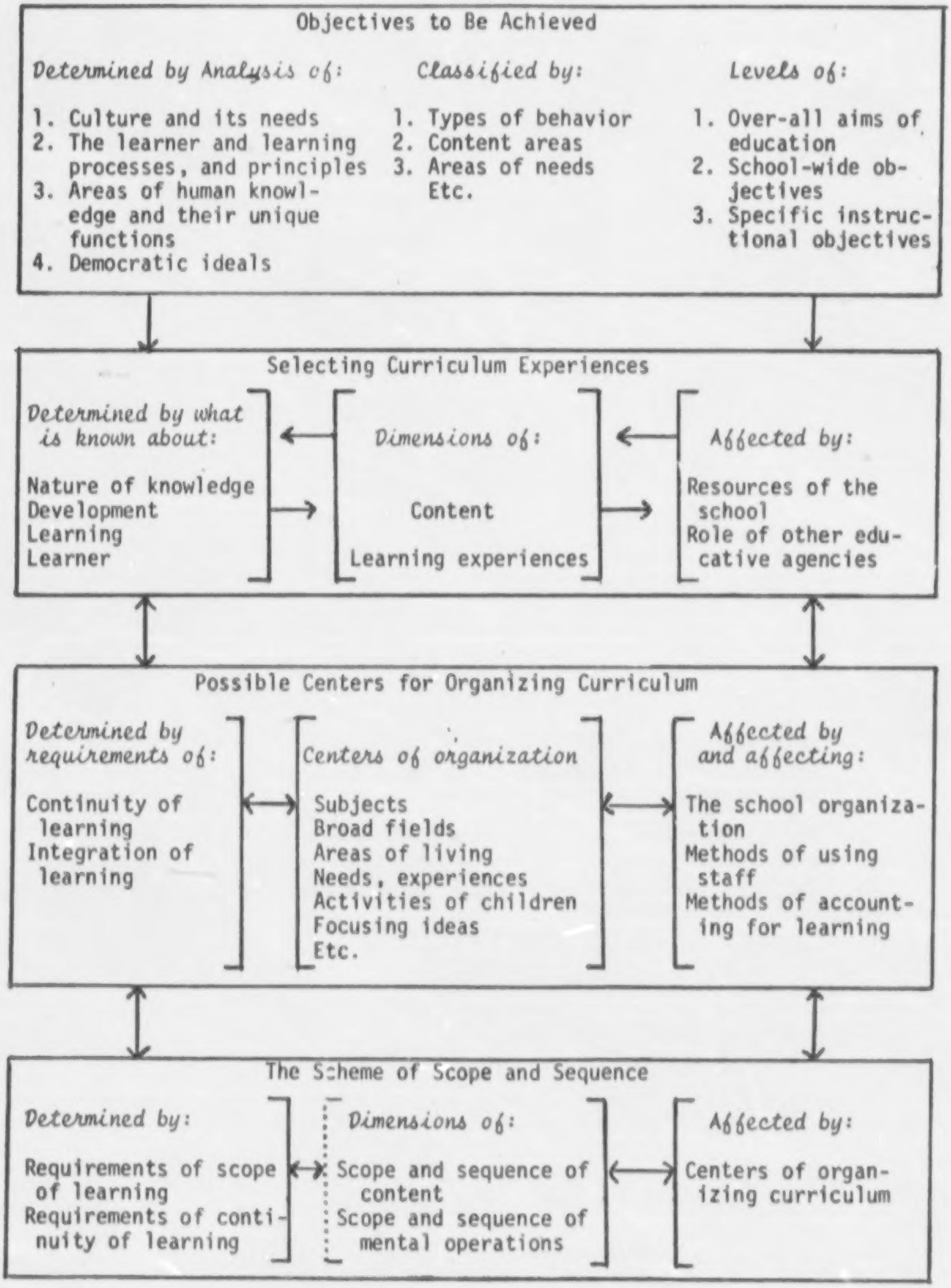
Other groups may be considered on an individual school basis. They may be of a temporary (ad hoc) or of a continuing nature.

A temporary (ad hoc) group will accomplish its purpose and terminate within the school year of its appointment. The principal shall report such appointments to the superintendent giving names of members and stating the purpose of the group.

Groups of a continuing nature must have prior approval of the superintendent. The principal's request, in duplicate, shall state the purpose and plan of organization and give the names of proposed appointees. The superintendent will inform the principal of his action through return of copy marked "approved" or "disapproved," dated and signed.

Chart VI
Adm. Procedure #6140

A MODEL FOR CURRICULUM DESIGN



Objectives to Be Achieved

Determined by Analysis of:

1. Culture and its needs
2. The learner and learning processes, and principles
3. Areas of human knowledge and their unique functions
4. Democratic ideals

Classified by:

1. Types of behavior
2. Content areas
3. Areas of needs

Etc.

Levels of:

1. Over-all aims of education
2. School-wide objectives
3. Specific instructional objectives

Selecting Curriculum Experiences

Determined by what is known about:

Nature of knowledge
Development
Learning
Learner

Dimensions of:

Content

Learning experiences

Affected by:

Resources of the school
Role of other educative agencies

Possible Centers for Organizing Curriculum

Determined by requirements of:

Continuity of learning
Integration of learning

Centers of organization

Subjects
Broad fields
Areas of living
Needs, experiences
Activities of children
Focusing ideas
Etc.

Affected by and affecting:

The school organization
Methods of using staff
Methods of accounting for learning

The Scheme of Scope and Sequence

Determined by:

Requirements of scope of learning
Requirements of continuity of learning

Dimensions of:

Scope and sequence of content
Scope and sequence of mental operations

Affected by:

Centers of organizing curriculum

Chart VII
Adm. Procedure #6140

APPENDIX B-3.1

CORRESPONDENCE WITH DEPARTMENT CHAIRMEN

APPENDIX B-3.1

BEVERLY HILLS HIGH SCHOOL
Beverly Hills, California

Guidance Department

December 16, 1975

TO:
Mr. Rabkin
Mrs. Tapscott
Mrs. Layton
Mr. Ingle
Mr. Hoag
Mr. Bushman
Mrs. Chanter
Mrs. B. Wilson
Mr. Crean
Mr. Ferris
Mr. Spencer

FROM: Mrs. Kingsley

RE: Your Input for the Ninth Grade Bulletin of Information

This is a reminder to the reminder dated December 8, 1975. If you wish the material in the Ninth Grade Bulletin of Information updated, it must be in my office by Friday, December 19.

If I have no information from you by that date, I will assume that you have no new information or changes to include. This could be disastrous because each year we find that there have been some small changes always. Please do not count on being able to include it later. Once it is printed, that is it.

Your cooperation in this will be sincerely appreciated.

FK:bbp

cc: Mr. Silver

BEVERLY HILLS HIGH SCHOOL
Beverly Hills, California

Guidance Department

January 14, 1976

TO:
Mr. Bushman
Miss Chanter
Mr. Crean
Mr. Ferris
Mrs. R. Friedman
Mr. Hoag
Mr. Ingle
Mrs. Layton
Mr. Rabkin
Mr. Spencer
Mr. Suter
Mrs. Tapscott
Mr. Weiner
Mrs. B. Wilson

FROM: Fulvia Kingsley

RE: Visits to Elementary Schools (8th Grade Planning)

The elementary principals have requested that all visits connected with eighth grade planning that are made by high school personnel be coordinated through my office.

If anyone from your department is going to visit the elementary schools to discuss your program with our prospective ninth grade students, I must have the date and time of your intended visit. All visits connected with programming for September must be completed prior to March 17.

The Orientation Program for Prospective Ninth Graders and their parents is scheduled for the evening of March 17. Visits connected with programming which are made after this date create real problems for us and the elementary schools. May I please have your response no later than Wednesday, January 21. If you are planning no visits to the elementary schools, please inform me of this also.

Return this memo with your plans. Thank you very much.

FK:bbp

cc: Mrs. Ruth Friedman
Mr. Silver
Counselors

BEVERLY HILLS HIGH SCHOOL
BEVERLY HILLS, CALIFORNIA

January 27, 1976

TO: Department Chairmen
  Coach Bushman
  Mr. Hoag
  Miss Chanter
  Mrs. Wilson
  Mrs. Layton
  Mr. Crean
  Mr. Ingle

FROM: Mrs. Kingsley

RE: Visits to Elementary Schools - Articulation

Attached is a copy sample of the letter I sent to elementary school principals this week.

Please notice the date of our 8th grade orientation meeting. All visits must be made prior to this date. Try-outs can be later.

Please share this information with the teachers in your department who will be doing the visiting. Contact the principal first, in all cases and let the principal determine time, place, etc.

Thank you for your cooperation in this. We shall get much farther with articulation if we are considerate of the elementary schools' time and schedules.

Beverly Hills High School

241 Moreno Drive, Beverly Hills, California 90212 - Telephone 277-5900

January 26, 1976

Mr. Frank Scott, Principal
El Rodeo Elementary School
605 Whittier Drive
Beverly Hills, California 90210

Dear Mr. Scott:

Programming incoming ninth grade students for the 1976-1977 school year will follow the same general plan as last year. Counselors from the high school will visit each elementary school on specific days from March 24 through April 7. We have your school scheduled for Wednesday, Thursday, and Friday, March 24, 25, and 26.

In preparation for programming, some of the high school personnel will wish to visit each elementary school to discuss certain aspects of their programs. Some wish to talk with students, others wish to talk with teachers. I am asking department chairmen or their designates to call you and make arrangements with you directly so that you can coordinate their visits during the time which is most convenient for you with the least disruption to your school day. The departments which will be contacting you are as follows:

Boys' Physical Education
Girls' Physical Education
Science
Music (Performing Arts)
Mathematics

All of these visits will be made prior to March 17, the date of our eighth grade orientation meeting at the high school.

Thank you, as always, for all your assistance.

Sincerely,

Mr. Stuart Silver
Assistant Principal

Fulvia Kingsley

Mrs. Fulvia Kingsley
Head Counselor

FK:bbp

BEVERLY HILLS HIGH SCHOOL
BEVERLY HILLS, CALIFORNIA

MARCH 12, 1976

TO:
Mr. Suter
Mrs. Friedman
Mr. Rabkin
Mr. Weiner
Mrs. Tapscott
Mrs. Layton
Mr. Hoag
Ms. Chanter
Mr. Ingle
Mr. Crean
Mr. Ferris
Mr. Spencer

FROM: S. J. Silver

RE: ORIENTATION PROGRAM FOR INCOMING 9TH GRADERS

As you know, on Wednesday, March 17, 1976 at 7:30 p.m. in the auditorium you will take part in our program of orientation for incoming 9th graders. Each of you will have approximately 3 to 4 minutes to present an overview of your department's course offerings for 9th grade students. We suggest that you review Fall as well as Summer course offerings.

You should all be prepared to present answers to basic questions in addition to reviewing the unique aspects of your programs. The basic questions are:

1. What courses are available (or required) to incoming 9th graders? (Fall and Summer)
2. What are the particular requirements for placement in specific courses? (Example: Requirements for honors English; requirements for CP Math or Algebra, etc.)

At the close of the meeting, counselors will be located in certain rooms to meet parents. We ask that you remain in the auditorium a few minutes to answer questions should some parents seek your advice.

If you need any special A.V. equipment, let Mrs. Kingsley know by Monday morning, March 15. About the only thing that would project large enough would be a 35 mm, but a transparency might be used if it can be seen from the rear of the auditorium. We are expecting several hundred persons to attend.

Next week you will receive a packet of materials that will be given to the parents. This will include an agenda.

cc: Ruth Friedman
Mrs. Kingsley (3)
Counselors

BEVERLY HILLS HIGH SCHOOL
Beverly Hills, California

Guidance Department

March 19, 1976

TO: Department Chairmen
Mr. Silver

FROM: Fulvia Kingsley

On Tuesday afternoon, March 23, the counselors will be meeting in the Principal's Conference Room from 1:30 until 4:00 P.M. to go over last minute instructions before they begin their interview sessions in the elementary schools.

If you have any last minute input which you feel you want to give us, please feel free to come to that meeting.

FK:bbp

cc: Mr. Bushman
Miss Chanter
Mr. Crean
Mr. Ferris
Mr. Hoag
Mr. Ingle
Mrs. Layton
Mr. Rabkin
Mr. Spencer
Mr. Suter
Mrs. Tapscott
Mr. Weiner
Mrs. B. Wilson

BEVERLY HILLS HIGH SCHOOL
Beverly Hills, California

CALENDAR FOR EIGHTH GRADE PLANNING

ITEM OR EVENT	DATE	
1. Data Processing List of Present 8th Graders (1 A-Z List by School - show student name only (1 A-Z List - Regular Student/Parent Roster	Request 1st wk. in Dec. Due: 2nd wk. in Jan.	
(2 Sets Mailing Labels to parents of all current 8th Grade Students (1 Set Student Mailing Labels A-Z of all current 8th Grade Students	Request 1st wk. in Dec. Due: February	
2. Notice to Department Chairmen regarding requested date for visiting Elementary Schools for 8th Grade Planning	January	
3. Request for Articulation Cards	January	
4. Bulletin of Information - obtain updated information from Department Chairmen	January	- 2nd Week
5. Bulletin of Information - completed	January	- last wk.
6. Agenda for Eighth Grade Planning Orientation Meeting	January	-- last wk.
7. Design for 9th Grade Bulletin of Information Cover	January	- 2nd Week
8. Map of School	January	- 2nd Week
9. Orientation Sessions with Counselor/Student/Parent Plan	January	- 3rd Week
10. Notice to Elem. Schools of Visits of Dept. Chairmen	February	- 1st Week
11. Interview Schedule for Counselors	February	- 1st Week
12. Eighth Grade Orientation - General Plan (Program, Dates, General Planning)	February	- 2nd Week
13. Letters to Parents and Students concerning 8th Grade Planning - (1st Letter	February	- last wk.
(2nd Letter	March	- 2nd Week
14. Department Chairmen Sessions with Mr. Silver	January	- [redacted]
15. Counselor Briefing by Department Chairmen	March	- 1st Week
16. Handouts for Evening Meeting (Cover Memo and Summer School Offerings Attached)	March	- 1st Week
17. 9th Grade Course Request Forms & Supplementary Materials	March	- 2nd Week
18. Memo to Mr. Marrow - Auditorium Preparation and Room Set-up	March	- 2nd Week

APPENDIX B-3.2

LETTERS TO PRINCIPAL AND COUNSELORS OF ELEMENTARY SCHOOLS

APPENDIX B-3.2

Beverly Hills High School

241 Moreno Drive, Beverly Hills, California 90212 - Telephone 277-5900

December 8, 1975

Dear Elementary Counselors and Assistant Principals:

I am trying to get off to an early start with our eighth grade planning. We have the weeks of March 24, 1976, through April 7, 1976, set up to program in the elementary schools. We are beginning our programming on Wednesday, so this will run Wednesday through Wednesday. I will plan the schedule essentially as I have in the past. If for any reason you have specific dates which you must have, please let me know at once.

The orientation evening is scheduled for Wednesday, March 17. We plan to change the format of this somewhat and will give you more details a little later on.

Thank you for all the help you have given us in the past.

Sincerely,

Fulvia Kingsley

FK:bbp

Beverly Hills High School

241 Moreno Drive, Beverly Hills, California 90212 - Telephone 277-5900

January 26, 1976

Mr. Frank Scott, Principal
El Rodeo Elementary School
605 Whittier Drive
Beverly Hills, California 90210

Dear Mr. Scott:

Programming incoming ninth grade students for the 1976-1977 school year will follow the same general plan as last year. Counselors from the high school will visit each elementary school on specific days from March 24 through April 7. We have your school scheduled for Wednesday, Thursday, and Friday, March 24, 25, and 26.

In preparation for programming, some of the high school personnel will wish to visit each elementary school to discuss certain aspects of their programs. Some wish to talk with students, others wish to talk with teachers. I am asking department chairmen or their designates to call you and make arrangements with you directly so that you can coordinate their visits during the time which is most convenient for you with the least disruption to your school day. The departments which will be contacting you are as follows:

Boys' Physical Education
Girls' Physical Education
Science
Music (Performing Arts)
Mathematics

All of these visits will be made prior to March 17, the date of our eighth grade orientation meeting at the high school.

Thank you, as always, for all your assistance.

Sincerely,

Mr. Stuart Silver
Assistant Principal

Fulvia Kingsley

Mrs. Fulvia Kingsley
Head Counselor

FK:bbp

Beverly Hills High School

241 Moreno Drive, Beverly Hills, California 90212 - Telephone 277-5900

March 2, 1976

Walther R. Puffer, Principal
Beverly Vista Elementary School
200 South Elm Drive
Beverly Hills, California 90212

Dear Mr. Puffer:

Some time this week you will receive, in quantity, The Bulletin of Information for Incoming Ninth Graders.

Please be sure that these bulletins are distributed to your present eighth graders with specific instructions to take them home to their parents. These should be given out at least one week prior to the March 17 eighth grade orientation evening at the high school. Attached you will find a copy of the letter of invitation which we are sending home to all eighth graders and their parents.

In order to assist you with instructions all eighth grade students as well as their parents are invited to the 7:30 P.M. meeting on Wednesday evening, March 17, in the high school auditorium.

If you have any questions regarding the orientation meeting or the bulletin, please call me at any time.

Thank you for all your assistance with our Eighth Grade Orientation Program.

Sincerely,

Fulvia Kingsley

Mrs. Fulvia Kingsley
Head Counselor

FK:bbp

Enclosure

cc: Mrs. Helen Turner
Mrs. LuNel LeMieux

BEVERLY HILLS HIGH SCHOOL
BEVERLY HILLS, CALIFORNIA

Eighth Grade Planning

The items which are sent to the elementary schools in preparation for the Counselors visits are as follows:

1. Counselors alpha listing of Counselees (Obtain listings from D.P.)
2. Schedule of Counselors' Interviews with Students
3. A list of students upon whom the schedule is based
4. Articulation Cards (blank)
5. Labels for Articulation Cards (Obtain from Data Processing)

BEVERLY HILLS HIGH SCHOOL
Beverly Hills, California

Guidance Department

February 4, 1976

TO: Elementary Counselors

FROM: Fulvia

RE: Program Scheduling

Included in this envelope you should find the following items:

1. The counselors' alphabetical listings of student counselees,
2. Schedule of Interviews,
3. List of students on whom the schedule is based,
4. The Articulation Cards for your school,
5. The labels for the Articulation Cards.

If you find any items missing or if there is anything which is confusing, please call me. Remember that in setting up the counselees within the alphabetical groupings, you use the overall school assignments (Grades 9-12) for students whose names do not appear on my original list. The first surname listed in the counselor assignments never changes.

FK:bbp

Enclosures

APPENDIX B-3.3

ARTICULATION CARDS

APPENDIX B-3.3

The articulation card shown on the following page is printed in different colors for the four schools which prepare them:

Green: Beverly Vista
Brown: Horace Mann
Gold: El Rodeo
White: Hawthorne

The information on the different colored cards is identical (with the obvious exception of the school name shown in the upper-right section of each card). Because the cards are the same for all four schools, only one card (both sides) is shown here.

BEVERLY HILLS UNIFIED SCHOOL DISTRICT
EIGHTH GRADE STUDENT EDUCATIONAL PLANNING

I. D. LABEL

M.G.M. ____

MEDICAL ____

SPECIAL SERVICES ____

PHOTO

BEVERLY VISTA

EIGHT GRADE TEST RECORD:

RECOMMENDATIONS:

MATH:
- NO MATH ____
- ALGEBRA 1-2 ____
- GEOMETRY ____
- COLLEGE PREP 1-2 ____
- 9th GR. MATH ____
- MATH WORKSHOP ____

FOREIGN LANGUAGE:
- FRENCH ____
- SPANISH ____
- GERMAN ____
- LATIN ____
- LEVEL

ENGLISH:
- REGULAR ____
- HONORS ____
- DEVELOPMENTAL ____

HISTORY:
- REGULAR ____
- DEVELOPMENTAL ____

SCIENCE:
- BIOLOGY ____
- HONORS ____
- G.P. SCIENCE ____
- HONORS ____

ATHLETICS ____ **SEMINAR** ____ **SYMPHONY ORCH.** ____ **BAND** ____

ES-001a – WHITE

SPECIAL APTITUDES

Art ____________________

Athletics ____________________

Music ____________________

Science ____________________

Student Government ____________________

Other ____________________

SPECIAL COMMENTS

School ____________________

Home ____________________

Health ____________________

APPENDIX B-3.4

MATERIALS NECESSARY FOR VISITS TO ELEMENTARY SCHOOLS

APPENDIX B-3.4

BEVERLY HILLS HIGH SCHOOL
Beverly Hills, California

MATERIALS NECESSARY FOR VISITS TO THE ELEMENTARY SCHOOLS

1. Chart of scheduled visits to the elementary schools (corrected copy)
2. Scheduled interviews sent by elementary counselors - dates, times, students
3. Counselors' assignments of students 1976-1977
4. Ninth Grade Course Request Forms - yellow (counselors' copy) and pink (student's copy)*
5. Ninth Grade Interview - Agenda - blue
6. Ninth Grade Summer School - description of course offerings
7. Change of Placement Form - yellow*
8. Parents' Release Form - Sports - Boys - white*
9. Sports Assignment Lists - Boys and Girls
10. P.E. - Memo from Bill Hoag
11. List of students approved for instrumental music from four elementary schools
12. Journalism Forms*
13. Ninth Grade Bulletin of Information

*Items which you will need in quantity are available on table in my office. Please take quantities only as you need them, so that I may keep track if I need to have extra copies run.

FK:bbp
3/23/76

BEVERLY HILLS HIGH SCHOOL
BEVERLY HILLS, CALIFORNIA

Guidance Department

AGENDA FOR PRE-NINTH GRADE INTERVIEW

I. BHHS graduation requirements (p. 4, Bulletin of Information).

II. Summer School opportunities for incoming 9th graders.

III. Program for 9th Grade (p. 11).
  A. Two required subjects
    1. English
    2. Physical Education
      a) Regular
      b) Sports or G.I.A.
  B. Math
  C. Foreign Language
  D. Science
  E. Social Studies
  F. Elective Area

IV. Principal's Honor List and Honors at Graduation (p. 9).

V. Individual program time and associated opportunities (p. 3)

  School Day is 8:15 - 3:15
  Library/Educational Materials Center
  Resource Centers
  Language Lab
  Supervised Study
  Reading Tower

VI. Other meetings planned during high school for students and/or parents

  Individual conferences at request of student, parent, or counselor
  Grade level workshops for students
  Parents' nights
  Counselors' coffee hours with parents

3/76
PC:nw

BEVERLY HILLS HIGH SCHOOL
BEVERLY HILLS, CALIFORNIA

JANUARY 27, 1976

TO: ALL COUNSELORS
MR. SILVER

FROM: MRS. KINGSLEY

RE: SCHEDULE FOR VISITING THE ELEMENTARY SCHOOLS

ATTACHED IS A REVISED COPY OF THE SCHEDULE FOR VISITING ELEMENTARY SCHOOLS FOR THE PURPOSE OF PROGRAMING NEXT YEAR'S NINTH GRADE STUDENTS. PLEASE DESTROY ANY OTHER SCHEDULES YOU MAY HAVE.

PLEASE LOOK OVER THE SCHEDULE CAREFULLY TO SEE IF I HAVE CREATED ANY CONFLICTS FOR YOU. BELOW, I AM LISTING THE NUMBER OF STUDENTS EACH OF YOU WILL BE GETTING FROM EACH OF THE FOUR SCHOOLS. PLEASE CHECK OUT THE NUMBERS ON THE SCHEDULE TO BE SURE I HAVE MADE NO ERRORS. PLEASE LET ME KNOW IF EVERYTHING CHECKS OUT. I AM PLANNING TO SEND COPIES OF THE SCHEDULE TO THE ELEMENTARY SCHOOLS NEXT WEEK.

BEVERLY HILLS HIGH SCHOOL
BEVERLY HILLS, CALIFORNIA

SCHOOL YEAR 1976-1977 8TH GRADE PLANNING

Monday	Tuesday	3/24 Wednesday	3/25 Thursday	3/26 Friday	Saturday
		EL RODEO 8:00-12:00 DUBOE 8 WADSWORTH 8 HENNING 8 JONES 8	EL RODEO 8:00-12:00 CARTER 8 HENNING 8 JONES 8 WADSWORTH 8	EL RODEO 8:00-12:00 HENNING 8 CARTER 8 FRANKLIN 6 JONES 5	
		EL RODEO 12:00-3:30 CARLEN 6 FRANKLIN 6 HOOKER 6	EL RODEO 12:00-3:30 DUBOE 2 CARLEN 5 FRANKLIN 6 HOOKER 6	EL RODEO 12:00-3:30 WADSWORTH 4 CARTER 1	
3/29 MONDAY	3/30 TUESDAY	3/31 WEDNESDAY	4/1 THURSDAY	4/2 FRIDAY	
BEV. VISTA 8:00-12:0 DUBOE 8 CARTER 8 JONES 8 WADSWORTH 8 HOOKER 8	B.V. 8:00-12:00 DUBOE 8 CARTER 8 JONES 8 WADSWORTH 8 HOOKER 8	B.V. 8:00-12:00 DUBOE 7 JONES 8 WADSWORTH 4 HOOKER 6	H. MANN 8:00-12:00 DUBOE 8 CARLEN 7 FRANKLIN 8 HOOKER 8	H. MANN 8:00-12:00 DUBOE 8 FRANKLIN 8 WADSWORTH 6 HOOKER 8	
B.V. 12:00-3:00 DUBOE 2 HENNING 6 CARLEN 5 FRANKLIN 7	B.V. 12:00-3:30 DUBOE 2 HENNING 7 CARLEN 5 FRANKLIN 6	B.V. 12:00-3:30 CARTER 6 JONES 2 CARLEN 5 FRANKLIN 6	H. MANN 12:00-3:30 CARTER 6 HENNING 6 JONES 6 FRANKLIN 2	H. MANN 12:00-3:30 DUBOE 2 CARTER 5 HENNING 5 JONES 6	

BEVERLY HILLS HIGH SCHOOL
BEVERLY HILLS, CALIFORNIA.

SCHOOL YEAR 1976-1977 8TH GRADE PLANNING

4/5 Monday	4/6 Tuesday	4/7 Wednesday	Thursday	Friday	Saturday
HAWTHORNE 8:00-12:00 DUBOE 8 CARTER 8 HENNING 8 WADSWORTH 6	**HAWTHORNE 8:00-12:00** DUBOE 7 CARTER 8 HENNING 8 HOOKER 8	**HAWTHORNE 8:00-12:00** JONES 8 FRANKLIN 8 HOOKER 8 CARTER 4			
HAWTHORNE 12:00-3:30 JONES 8 FRANKLIN 7 CARLEN 6	**HAWTHORNE 12:00-3:30** JONES 1 CARLEN 7 WADSWORTH 6	THIS AFTERNOON CAN BE USED FOR PICK-UPS AT ANY SCHOOL.			

BEVERLY HILLS HIGH SCHOOL
Beverly Hills, California

COUNSELORS' STUDENT ASSIGNMENTS - 1976-1977

8th GRADE ASSIGNMENTS BY SCHOOLS

BEVERLY VISTA

Mrs. Duboe	Abrams - Carr
Miss Carter	Case - Flekman
Miss Henning	Freeman - Harris
Mr. Jones	Hoffman - Lederfine
Mr. Carlen	Lerer - Nachbar
Mrs. Franklin	Oberg - Sakahura
Mrs. Wadsworth	Schulte - Sumja
Mr. Hooker	Sweet - Zimmerman

EL RODEO

Mrs. Duboe	Agate - Carson
Miss Carter	Cramer - Fox
Miss Henning	Frankenstein - Hittleman
Mr. Jones	Holtz - Leff
Mr. Carlen	Logue - Mott
Mrs. Franklin	Nelson - Saltzman
Mrs. Wadsworth	Schecter - Stone
Mr. Hooker	Tauzin - Zovak

HAWTHORNE

Mrs. Duboe	Abramoff - Cassidy
Miss Carter	Cenis - Frank
Miss Henning	Frankel - Hicks
Mr. Jones	Hubbell - LeGrand
Mr. Carlen	Levi - Nagler
Mrs. Franklin	Quimby - Sandberg
Mrs. Wadsworth	Schlatter - Stonehill
Mr. Hooker	Sussman - Zupner

HORACE MANN

Mrs. Duboe	Abraham - Carnes
Miss Carter	Constine - Fleiss
Miss Henning	Freed - Hirsch
Mr. Jones	Hoffman - Lavin
Mr. Carlen	Liber - Morris
Mrs. Franklin	Newmark - Safran
Mrs. Wadsworth	Schur - Stees
Mr. Hooker	Taylor - Zajdman

OVERALL EIGHTH GRADE

Mrs. Duboe	Abraham - Carson
Miss Carter	Case - Frank
Miss Henning	Frankel - Hittleman
Mr. Jones	Hoffman - LeGrand
Mr. Carlen	Lerer - Nagler
Mrs. Franklin	Nelson - Sandberg
Mrs. Wadsworth	Schecter - Sumja
Mr. Hooker	Sussman - Zovak

OVERALL SCHOOL ASSIGNMENTS

SCHOOL YEAR 1976-77 - GRADES 9 - 12

STUDENTS	COUNSELOR
Abbott - Carson	Mrs. Duboe
Case - Frank	Miss Carter
Frankel - Hoberman	Miss Henning
Hoffman - LeGrand	Mr. Jones
Lehman - Navarro	Mr. Carlen
Needleman - Sapin	Mrs. Franklin
Saver - Sumja	Mrs. Wadsworth
Sussman - Zwirn	Mr. Hooker

FK:bbp
2/4/76

BEVERLY HILLS HIGH SCHOOL
Beverly Hills, California

COURSE REQUESTS - NINTH GRADE

STUDENT'S NAME______________________________ SCHOOL__________________
LAST FIRST

DATE__________________

FALL SUBJECT OFFERINGS - SCHOOL YEAR 1976-1977

ART
___Art 1-2
___Cartooning
___Contemporary Crafts
___Exploratory Art

BUSINESS EDUCATION
___Personal Typing

ENGLISH
___English 1-2
___English 1-2H*
___English 1-2D*
___ESL*

FOREIGN LANGUAGE
___French 1-2
___French 2-3*
___French 3-4*
___French 3-4H*
___German 1-2
___Hebrew 1-2
___Latin 1-2
___Spanish 1-2
___Spanish 2-3*
___Spanish 3-4*
___Spanish 3-4H*

HOME ECONOMICS
___Sewing

MATHEMATICS
___Math Workshop*
___9th Grade Math+
___College Prep 1-2*
___College Prep 3-4*
___Algebra 1-2*
___Geometry 3-4*

PERFORMING ARTS
___Band*
___Choir
___Competitive Speaking
___Contemporary Comm.+
___Instruments (Beg.)
___Intro. to Performing Arts+
___String Workshop/Beg. Piano
___Symphony Orchestra*

PHYSICAL EDUCATION (Boys)
___P.E. 1-2
___P.E. Adaptive*
___Sports* - Water Polo
- Football
- Cross Country

PHYSICAL EDUCATION (Girls)
___P.E. 1-2
___G.I.A.*

SCIENCE
___Lapidary Science
___Practical Astronomy
___Unified Science IH*

SPECIAL SERVICES
___Seminar*

+Semester Course
*By Approval Only

SOCIAL STUDIES
___Intro. to Soc. St. 1-2
___Intro. to Soc. St. 1-2D*
___Ancient History 1-2 H*
___Comp. Political Systems+
___Law and Justice+

TECHNICAL ARTS
___Architecture
___Art Metals
___Beg. Journalism*
___Creative Woods
___Electronic Circuit Fun
___Electronics
___Engineering Design
___Graphic Arts
___Graphic Design
___Intro. to Tech. Arts*
___Technical Drawing
___Textiles and Weaving

ALTERNATE CHOICES

____

____

____

____

____

____

(Alternate elective choices are extremely important.)

1976 SUMMER SCHOOL OFFERINGS - (THIS DOES NOT CONSTITUTE REGISTRATION FOR SUMMER SCHOOL.)

___African Studies
___Asian Studies
___Basketball
___Color Slide Photography
___Computer Appl. in Math
___Contemporary Comm.
___Creative Woods
___Creative Writing
___Electronics-Fun With Circuits
___ESL (Eng. as 2nd Lang.)*
___French 1-3

___Guitar
___Instructional Swimming
___Instruments (Beg.)
___Intro. to Business Ed.
___Intro. to Ind. St. Methods
___Intro. to Social Studies
___Jazz Dance
___Jewelry
___Justice and Law
___Modern Dance
___Physical Fitness
___Piano (Beg.)

___Pre-Algebra
___Pre-College Prep Math
___Radio Broadcasting
___Reading Workshop
___Spanish 1-3
___Read. for Speed & Comprehen.
___Study Techniques
___Summer Art
___Summer Drama
___Summer Sports
___Techniques in Fishing
___T.V. Production

ALTERNATE SUMMER SCHOOL CHOICES

____

____

____

MY STUDENT AND I APPROVE THE PROGRAM WE HAVE PLANNED. WE UNDERSTAND THAT ALTERNATE CHOICES MAY BE USED IN THOSE CASES OF EITHER OVER-ENROLLMENT OR IF TOO FEW STUDENTS REQUEST A GIVEN SUBJECT.

____
PARENT'S SIGNATURE

____
STUDENT'S SIGNATURE

FK:bbp
3/76

BEVERLY HILLS HIGH SCHOOL
Beverly Hills, California

SUMMER SCHOOL 1976 COURSES FOR 9TH GRADE STUDENTS

ART

Summer Art: an introductory course to the high school Art Program. Basic art techniques will be reviewed, such as: use of paints, ink, pencil, crayon.

BUSINESS EDUCATION

Introduction to Business Education: this course will cover short units on business machines, such as the typewriter, calculator, and adding machine. It will include shorthand, money management, business law, accounting, and a unit on salesmanship.

ENGLISH

Introduction to Independent Study Methods; bridges the gap between elementary and high school programs. Involves exploratory discussion, independent research, and stresses the importance of inner motivation. Essential for students who need to increase their ability to work independently.

Creative Writing: stresses writing in drama, descriptive prose and poetry, and elements of fiction. Designed for those students who wish to express themselves through creative approaches in writing.

Reading Workshop: a reading improvement course for students having difficulty with speed, comprehension, and vocabulary. Emphasis is given to techniques of speed and understanding as applied to fiction, non-fiction, and poetry. Reading for pleasure is included.

FOREIGN LANGUAGE

French 1: introduction to the French language and culture. Students will develop ability to pronounce and speak elementary French.

French 2: for students who would ordinarily enter French 2 in the Fall, but who wish to accelerate in Foreign Language.

French 3: a continuation of skills development: comprehension, speaking, reading, and writing.

Spanish 1: introduction to Spanish foreign language and culture. Student develops ability to speak and pronounce elementary Spanish.

Spanish 2: for students who would ordinarily enter Spanish 2 in the Fall, but who wish to accelerate in Foreign Language.

Spanish 3: a continuation of skills development, comprehension, speaking, reading, and writing.

MATHEMATICS

Computer Applications in Math: introduction to what computers can and cannot do. Students will learn to write computer programs in the BASIC language, and to execute their programs on computer terminals.

Pre-algebra: for students who have been recommended for Algebra 1-2, and would like to strengthen their skills before entering Algebra in the Fall.

Pre-college Prep Math: designed for students who need to strengthen their math skills and study habits before beginning a college preparatory math program. Not a course in remedial arithmetic.

PERFORMING ARTS

Beginning Instruments, Winds, Brass, Strings: all wind, brass, and stringed instruments are offered for individual and small group learning. Students develop basic techniques on the chosen instruments.

Beginning Piano: basic piano technique taught to beginning students. Coaching for advanced players is available as space allows.

Contemporary Communications; contemporary problems of communication are studied with an emphasis on speaking. Students learn to speak effectively in an impromptu manner; to work effectively with the structure of groups to solve problems; and to appreciate and read literature, interpreting the meaning of the author verbally.

Guitar: in only six, fun-filled weeks, learn to play basic folk guitar - including blues, calypso, and popular songs. Instruction booklets are provided. All you need is a guitar.

Summer Drama: explores the theater as a means of communication through topics such as play analysis, character analysis, acting techniques, voice and body training, set design, make-up and lighting. Students completing this course who are interested in taking other courses in the Performing Arts Department must take Introduction to the Theater during the regular school year.

PHYSICAL EDUCATION (All courses open to both boys and girls)

Basketball: objectives included in the course are: the development of knowledge and understanding of the rules and their application to the game in order to make the sport enjoyable from a spectator's point of view as well as from the participant's; the acquisition of coordination, strength, and endurance; and the development of skill in the execution of the fundamentals of the game.

Instructional Swimming: a comprehensive instructional program in swimming. Will include basic strokes, diving, water sports activities, and water safety. This course is open to both boys and girls.

Jazz Dance: students will be introduced to basic jazz movements. They will have a chance to share their own music and learn to incorporate technique to that music. This course is designed to teach the beginner to lose any inhibitions in his or her body movement. The more advanced dancer will be able to polish what he or she knows, and new knowledge of more advanced techniques will be taught.

Modern Dance: the students will be introduced to basic locomotor and axial movements. The more advanced students will have the opportunity to learn the more advanced versions. Students will learn improvisation and choreography. The elements of time, space, and force will be introduced.

Physical Fitness: for students who wish to improve athletic ability and physical fitness through practice of modern weight training concepts. Activities will include soccer, football, water polo, and jogging.

Summer Sports: activities will include badminton, tennis, volleyball, and physical fitness.

Techniques of Fishing: primarily an on-campus learning experience. Various types of salt-water and fresh-water equipment will be discussed in terms of application and use. Emphasis will be on learning the variety of methods and techniques related to sportsfishing.

SOCIAL STUDIES

African Studies: a look at the continent and people of Africa. Includes geography, ancient and modern history, anthropology, and economics. Features field trips, speakers and films.

Asian Studies; an introduction to the cultures of China and Japan. Includes history, art, music, societies and politics. Emphasizes individual projects and field trips. Art and music experiences provided by community artists.

Introduction to Social Studies: provides the basic skills required to identify, analyze, and resolve social problems. This approach is applied in topics such as history, anthropology, political science, geography, environmental studies and economics.

Justice and Law: a general survey of criminal law which deals with theories of punishment, the criminal "personality," problems of law enforcement, and society's need for prescribed behavior.

TECHNICAL ARTS

Creative Woods: introduction to creative design using wood and allied materials. A practical approach to the study, design, and construction of furniture, use of hand tools, and machine techniques. Individual projects included.

Electronics - Fun With Circuits: teaches student the practical use, construction of many electronic circuits. Construction skills and use of tools for electronic fabrication stressed. Students construct circuits and use test instruments such as VOM, VTVM, Oscilloscope, and signal generator. (Fun is involved in learning to appreciate and enjoy the field of electronics).

Jewelry: introduction to design and construction of jewelry. A practical approach to traditional and contemporary techniques.

SPECIAL OFFERINGS

Color Slide Photography: in this class students will be learning the techniques of slide photography which will include: portraits, scenics, sports activities, special effects, etc. Students will be required to produce a minimum number of slides each week. Students supply their own cameras and film.

English as a Second Language: the course is designed to develop the four basic aspects of communication in English: understanding, speaking, reading and writing. For students whose native language is not English.

Radio Broadcasting: a comprehensive course in radio communication techniques. Emphasis on writing public service radio spots, commercials, drama, and news shows. Reading in the history of radio and speech techniques as applied to radio.

Reading for Speed and Comprehension: designed for average and advanced readers to help increase their reading powers in both speed and comprehension. Also includes exercises in abstract reasoning to develop skills needed on college entrance and placement examinations.

Study Techniques: designed for students who wish to increase their skills in reading and studying as they relate to school work. Advanced techniques are explored in order to provide additional skills for the average or above-average students.

T.V. Production: in this course students will explore the medium of television through script writing and studio production mechanics. Students will be responsible for program production.

FK:bbp

3/11/76

BEVERLY HILLS HIGH SCHOOL
BEVERLY HILLS, CALIFORNIA

Change of Placement Form

____
Date

______________________ was recommended for placement in
(Name)

______________________ by his 8th grade teacher.
(Class)

However, we chose to enroll him/her in ______________________
(class)

This choice was discussed at the 9th Grade planning conference with the high school counselor.

____
(Parent signature)

Comments

____
Counselor Signature

School Year 1976-77
FK:nw
3/76

BEVERLY HILLS HIGH SCHOOL
Beverly Hills, California

Because my son, ____________________________, will be enrolled in a winter or spring sport and not in a fall sport, I approve of his enrollment in a zero (0) Mod P.E. class. Because of this, I understand that he might not have classes after 1:00 P.M. until he is enrolled in a specific sport at some later time during the year.

____
Parent's Signature

____
Date

GJ:bbp
3/76

APPENDIX B-3.5

AUDITORIUM ARRANGEMENTS

APPENDIX B-3.5

BEVERLY HILLS HIGH SCHOOL
BEVERLY HILLS, CALIFORNIA

March 15, 1976

To: Mr. Marrow
Mr. Schriener

From: Mrs. Kingsley
Preparations for Eighth Grade Orientation
Date: Wednesday, March 17, 1976
Place: Auditorium
Time: 7:30

Foyer Preparation

There will be material to be distributed. Please prepare the foyer according to the attached drawing.

Auditorium Set-up

Please place a riser platform in the pit. We shall need seating for four people. We will want a podium and a microphone on the platform.

Please rope off the first row in the center section so that Department Chairmen can be seated there.

Rope off the left hand side, first row, so that counselors may be seated there.

Following the Auditorium program, we shall need the following rooms:

Room 122
111A
111B
203
212

Room 208
204
201
Auditorium (for Department Chairmen)

If there are any problems, please let me know.

APPENDIX B-3.6

INVITATION TO PARENTS

APPENDIX B-3.6

Beverly Hills High School

241 Moreno Drive, Beverly Hills, California 90212 - Telephone 277-5900

February 1976

YOU ARE INVITED

Orientation to 9th Grade - Wednesday, March 17, 1976 - 7:30 P.M.

High School Auditorium

Dear Parents and Future Ninth Grade Students:

We wish to extend a most cordial invitation to you to attend this orientation session in the high school auditorium. This year Department Chairmen will review the ninth grade course offerings.

During March 24 through April 7, 1976, the high school counselors will be in the elementary schools to assist you in planning your ninth grade program. Your elementary school will arrange a specific appointment for you. Each of you will have thirty minutes in which to discuss program plans with your counselor.

The high school counselors will be in the elementary schools to meet with you in individual sessions on the following days:

El Rodeo	March 24, 25, 26
Beverly Vista	March 29, 30, 31
Horace Mann	April 1, 2
Hawthorne	April 5, 6, 7

We feel it is of utmost importance that you attend the general meeting on Wednesday evening, March 17, and that you be available for your individual programming interview in the elementary school. We shall be looking forward to seeing you.

Sincerely,

Mr. Stuart J. Silver
Assistant Principal

Fulvia Kingsley

Mrs. Fulvia Kingsley
Head Counselor

FK:bbp
2/76

BEVERLY HILLS HIGH SCHOOL

March 1976

Dear Parents and Future Ninth Grade Students:

We wish to remind you of the orientation meeting which will be held in the high school auditorium on Wednesday, March 17, at 7:30 P.M. We hope you have scheduled this meeting on your calendar and that you are definitely planning to attend.

Important materials will be given out by your counselor in the foyer. Your high school counselor is indicated below:

Alphabetical Grouping	Counselor	Alphabetical Grouping	Counselor
Abbott - Carson	Mrs. Duboe	Lehman - Navarro	Mr. Carlen
Case - Frank	Miss Carter	Needleman - Sapin	Mrs. Franklin
Frankel - Hoberman	Miss Henning	Saver - Sumja	Mrs. Wadsworth
Hoffman - LeGrand	Mr. Jones	Sussman - Zwirn	Mr. Hooker

Mr. Stuart J. Silver
Assistant Principal

Mrs. Fulvia Kingsley
Head Counselor

APPENDIX B-3.7

MATERIALS GIVEN TO PARENTS AT ORIENTATION

BEVERLY HILLS HIGH SCHOOL
GUIDANCE PROGRAM

A PROGRAM OF EDUCATIONAL PLANNING FOR HIGH SCHOOL AND POST HIGH SCHOOL

The following activities represent the most important areas in our educational planning program. For this report, only a brief description of each activity is included.

1. Articulation Program with the Four Elementary Schools
   Orientation meetings with the incoming ninth graders and their parents are held in the Spring of each year. Requirements for a college preparatory program beginning in the ninth grade are first touched upon here. The Ninth Grade Bulletin of Information is sent to the elementary schools in advance, in preparation for these visits.

2. The Four-Year Program Planning Sessions with Students and Parents
   Each student and his parents are sent a written invitation for an appointment to plan and discuss the student's educational plans for the four years in high school. A special bulletin for planning is given to each student and his parents so that they will have a written copy of this initial planning. These plans are revised in the coming years as needed. For those who are college-bound or who are interested in specialized fields within the technical or fine arts area, the plan is carefully charted with emphasis on the requirements necessary to meet specific goals.

3. Parent Counseling Nights
   These meetings are sponsored in conjunction with the P.T.S.A. for all grade levels. The meetings for juniors and seniors and their parents are devoted almost entirely to information about college admission requirements, college opportunities, College Board testing, etc. Every family is notified of these meetings by letter. The dates for each of these meetings appear in the P.T.S.A. Calendar.

4. The College Entrance Information Bulletin
   This bulletin is prepared by the Guidance Department for the use of students as they enter the 11th and 12th grades. It is revised annually, and is current, informative, and thorough. The bulletin is made available to every junior and senior student. Copies of it are available to the parents who attend the junior or senior counseling evenings. The bulletin contains information which will assist students in determining how to select a college, college opportunities, College Board testing dates and requirements, various college admission requirements, and information on financial assistance.

5. College Catalog Library
   Up-to-date collections of hundreds of college catalogs are maintained in the Applied Education Center. These are readily available to students and parents.

6. Visits by College Admissions Personnel to Beverly Hills High School Personnel
   Each year the Guidance Office hosts between 60 and 80 persons representing colleges throughout the nation. Much time is spent setting up these conferences, publicizing them to students, and notifying students who have expressed interest in specific meetings. All counselors attend as many of these meetings as possible, but one counselor is designated in charge. This counselor prepares a brief review for all counselors of new developments at specific colleges. A list of students who attend each conference is kept for future reference and for the purpose of getting specific materials to these students.

7. Staff Visitations to College Campuses
Members of the Guidance Office staff regularly visit college campuses, interview students, and provide reports on student attitudes and concerns in both the area of their high school preparation and their current college experience. Information gained during these visits is shared with all of the Counselors.

8. Special College Bulletin Announcements
Special bulletins on unique college opportunities, changes in requirements, and new sources of information are publicized in the Daily Bulletin as the information is received.

9. Individual Counseling
The very favorable counseling load at the high school provides for numerous individual student contacts. Individual college advisement accounts for a considerable portion of counseling time.

10. The National Association of College Admissions Counselors
We actively participate in the conferences of the N.A.C.A.C. Invaluable personal contacts with college admission personnel result from this activity.

11. College Entrance Examination Board
We are a testing center for the Scholastic Aptitude and the Achievement Tests of the College Entrance Examination Board. We publicize these important exams widely to the students in our College Entrance Bulletin and in our many meetings on college advisement. Also, we hold membership on the Board and participate in the Board activities.

12. P.S.A.T./National Merit Exam
We publicize these exams extensively and follow up with personal counselor contacts with those students who do not respond initially. We exert every effort to alert and encourage students to avail themselves of these important opportunities.

13. Junior and Senior Workshops with Counselors
The Guidance Staff conducts workshops with junior and senior students. Our modular scheduling with Independent Program Time has made it possible for us to ask juniors and seniors to attend these workshops without interfering with classroom work. Students come to Room 300 where they are met by the counselors. The College Entrance Bulletin is distributed at this time, and students are given an opportunity to ask questions related to their college concerns.

14. Financial Aids Advisement Program
The College Entrance Information Bulletin gives general information on financial assistance for college. Another bulletin, "Meeting College Costs" is available in the Guidance Office and is discussed with students who attend the financial aids workshop which occurs in October. Two counselors are available to provide the more specialized information often needed by students and parents in applying for financial aid.

15. Applications to Colleges
In the Fall, a workshop is conducted to assist students in completing written college applications. Special instruction is offered in writing responses to essay questions.

16. Applied Education Center
This is another resource for the dissemination of college materials. Catalogs and other informative brochures are available, and a continuing effort is made to keep all materials up-to-date.

17. Post-High School Counseling
In recent years a number of our graduates have been returning for post-high school counseling, particularly concerning transfers from one college to another.

18. Follow-up Studies
From time to time the Guidance Department conducts studies to (1) determine student attitudes regarding the counseling program at the high school as it relates to the College Advisement Program; and (2) to gather information regarding colleges and universities where our students are enrolled.

19. Spectrum
This consists of an on-going statistical analysis of Beverly Hills High School graduates in relationship to: Grade Point Average, SAT Scores, Achievement Test Scores, Decile Rank, and the colleges to which they are accepted. This information is distributed to each counselor for use in working with students on college choice.

Some problems encountered by counselors as they attempt to do an effective job of college counseling include the following:

1. Frequent occurrence of highly unrealistic goals on the part of 9th and 10th grade students and their parents.
2. The change of goals during the student's four years at the high school with the result that information given in connection with previous goals now seems "bad advice" in the light of modified goals.
3. The continuing attractiveness of a few "highly selective schools" resulting in the accompanying disappointment on the part of an increasing number of parents and students as larger numbers of well-qualified students apply for these schools.
4. The changing emphasis in curriculum and college entrance requirements in many colleges and universities in the country as they attempt to meet the interests and demands of the students today.
5. The impossibility of positively predicting whether or not a student will be admitted to a specific college or university.
6. The student and parent perception that there is "one perfect school" for the student.

FK/ms
9/30/75

BEVERLY HILLS HIGH SCHOOL
Beverly Hills, California

EIGHTH GRADE ORIENTATION

Wednesday, March 17, 1976 — Auditorium 7:30 P.M.

AGENDA

Greetings and Introductions	Mr. Silver, Assistant Principal Guidance and Curriculum
Greetings from P.T.S.A.	Mrs. Jan Blumenthal, 1976-77 P.T.S.A. President
Introductory Remarks	Mrs. Ruth Friedman, Acting Principal
Introduction of Counselors	Mr. Silver, Assistant Principal

Presentations

9th Grade Events - Individual Student/ Parent Interviews	Mrs. Kingsley, Head Counselor
Program to Meet Individual Needs	Mr. Silver, Assistant Principal
Introduction to Department Presentations	Mr. Silver, Assistant Principal
Business Education	Mr. Stuart Silver
Performing Arts	Mr. John Ingle
Art	Mr. Lyle Suter
English	Mr. Kalman Rabkin
Foreign Language	Mr. Alan Weiner
Home Economics	Mrs. Sybil Tapscott
Mathematics	Mrs. Katherine Layton
Boys' Physical Education	Mr. William Hoag
Girls' Physical Education	Miss Sue Chanter
Science	Mr. Michael Weber
Social Studies	Mr. Tom Ferris
Technical Arts	Mr. Al Spencer
Closing Remarks	Mr. Silver, Assistant Principal

ROOM LOCATIONS FOR MEETING WITH COUNSELORS (Following General Session)

Room 122	Mrs. Sonia Duboe	Abbott - Carson
Room 111A	Miss Patsy Carter	Case - Frank
Room 111B	Miss Pat Henning	Frankel - Hoberman
Room 203	Mr. Gerald Jones	Hoffman - LeGrand
Room 212	Mr. Gary Carlen	Lehman - Navarro
Room 208	Mrs. Beryl Franklin	Needleman - Sapin
Room 204	Mrs. Isabelle Wadsworth	Saver - Sumja
Room 201	Mr. Joseph Hooker	Sussman - Zwirn
Auditorium	Department Chairmen	

Parking and Guides - Mr. William Jones, Dan Feuerlicht, and the Squires

FK:bbp

BEVERLY HILLS HIGH SCHOOL
Beverly Hills, California

March 17, 1976

SUMMER SCHOOL COURSE OFFERINGS

For Ninth Grade Students - Summer 1976

In preparation for our program planning interview which your elementary school will schedule for you, we have listed our proposed summer school offerings for ninth grade students below. You can be considering summer school while you and your parents plan your program for next Fall. You may bring this information with you to your scheduled interview.

SUMMER SCHOOL 1976

ART

Summer Art

BUSINESS EDUCATION

Introduction to Business Education

ENGLISH

Introduction to Independent Study Methods
Creative Writing
Reading Workshop

FOREIGN LANGUAGE

French 1 - 3
Spanish 1 - 3

MATHEMATICS

Computer Applications in Math
Pre-Algebra
Pre-College Preparatory Math

PERFORMING ARTS

Beginning Instruments (Winds, Strings, and Brass)
Beginning Piano
Contemporary Communications
Guitar
Summer Drama

PHYSICAL EDUCATION

(All courses open to boys and girls)

Basketball
Instructional Swimming
Jazz Dance
Modern Dance
Physical Fitness
Summer Sports
Techniques in Fishing

SOCIAL STUDIES

African Studies
Asian Studies
Introduction to Social Studies
Justice and Law

TECHNICAL ARTS

Creative Woods
Electronics - Fun with Circuits
Jewelry

SPECIAL OFFERINGS

Color Slide Photography
English As a Second Language
Radio Broadcasting
Reading for Speed and Comprehension
Study Techniques
T.V. Production

FK:bbp

APPENDIX B-3.7

TODAY'S CHALLENGE--
CONTINUED EXCELLENCE

Beverly Hills High School
Beverly Hills, California

APPENDIX B-3.8

HANDBOCK FOR INCOMING NINTH GRADERS

BEVERLY HILLS HIGH SCHOOL

BULLETIN OF INFORMATION FOR FUTURE 9th Graders

DRAM
ELECTIONS
VOTE
ELECT
[6.4x10^-3] [4.9x10^5]
[5.8X 10^-12]
TEST
WELCOME FRESHMEN
HIGHLIGHTS
ME LLAMO "GARADO!" ¿COMO ESTÁS?
WOW! GREAT!
NOT REALLY THIS IS A FRENCH CLASS.
A.S.D.F.
©1976 Russel Leavitt

BULLETIN OF INFORMATION FOR FUTURE NINTH GRADERS

TABLE OF CONTENTS

I. A LETTER FROM THE ASSISTANT PRINCIPAL AND HEAD COUNSELOR

II. PROGRAM PLANNING

III. ACTIVITIES OPEN TO NINTH GRADERS

IV. INDIVIDUAL PROGRAM TIME AND YOU

V. BEVERLY HILLS HIGH SCHOOL GRADUATION REQUIREMENTS

VI. GRADE LEVEL PLACEMENT

VII. SOME TYPICAL COLLEGE ENTRANCE REQUIREMENTS

VIII. PRINCIPAL'S HONOR LIST - HONORS AT GRADUATION - CALIFORNIA SCHOLARSHIP FEDERATION

IX. COURSE DESCRIPTIONS

2/76

COPIES OF THIS 23 PAGE
BROCHURE MAY BE OBTAINED
FROM AUTHOR OR BY WRITING
TO BEVERLY HILLS HIGH
SCHOOL, BEVERLY HILLS,
CALIFORNIA.

APPENDIX C

CHAPTER 4, OBJECTIVES 1 AND 4

APPENDIX C

APPENDIX C-1 Page 207

Meeting of Coordinators and District Department Chairmen

APPENDIX C-2 Page 219

Agenda--Articulation Meeting with Feeder Junior High

APPENDIX C-3 Page 223

Agenda--Articulation Discussion

APPENDIX C-4 Page 225

Agenda--Planning Meeting and Summary

APPENDIX C-5 Page 228

Agenda and Minutes--K-12 Articulation Meeting

APPENDIX C-6 Page 232

Sample Minutes of K-12 Meetings

APPENDIX C-7 Page 240

Sample of District Department Chairmen Meetings

APPENDIX C-8 Page 251

Math Program Continuum

APPENDIX C-9 Page 254

Survey of Coordinators and District Department Chairmen

APPENDIX C-10 Page 262

Survey of Elementary Staff

APPENDIX C-11

Survey of Secondary Staff Page 268

APPENDIX C-12

Recommendations of Department Chairmen Page 280

APPENDIX C-13

Tri-School Articulation

- 13.1 Minutes--Articulation Meeting Page 283
- 13.2 Discussion Leader Information Page 287
- 13.3 Agenda for Inservice Meeting Page 290
- 13.4 Evaluation Form Page 292
- 13.5 Minutes of Various Department Meetings Page 294
- 13.6 Evaluation Survey--El Modena High School Page 303
- 13.7 Evaluation Survey--Santiago Junior High School Page 310
- 13.8 Evaluation Survey--McPherson Junior High School Page 317
- 13.9 Evaluation Survey--Villa Park High School Page 321
- 13.10 Elementary Teacher Memorandum on Articulation Page 325

APPENDIX C-14

Summary of Administrative Staff Meeting

APPENDIX C-15 Page 327

Guidelines for School Plans Page 329

- 15.1 Guidelines for School Plan Audit Committee Page 334
- 15.2 School Report Card Page 337
- 15.3 *Los Angeles Times* Article on School Report Card Page 340

APPENDIX C-1

MEETING OF COORDINATORS AND DISTRICT DEPARTMENT CHAIRMEN

APPENDIX C-1

MINUTES

COORDINATORS/DDC'S PLANNING DAY

OCTOBER 3, 1975

Present: Carlson, Banning, Wexler, Brashears, Pattison, Houser, Salio, Morgan, Rodriguez, Hettick, Eastwood, Frasure, McMillen, Davey, Davis, Nicholson, Schenck, Jenkins, Joseph, Blanton

The meeting was held at the Saddleback Inn, Santa Ana. Mary Ellen Blanton called the meeting to order at 8:30 a.m. and introductions were made.

1. Communication: Conference members worked in pairs, each person suggesting a communication technique which was reported by the partner.

    - At the school level there is a need to share teaching techniques, etc.
    - Articulation between junior high and senior high principals is a concern.
    - Small group meetings are preferred instead of large groups. Improve meetings, not increase them.
    - More contact and planning between the people at the district level and the schools was urged.
    - Attendance--establish some priorities as to other commitments people may have.
    - At the management level, set a fixed time to receive phone calls and plan around that time.
    - One coordinator or DDC could establish communication with a certain number of schools according to that particular area.
    - More meetings were suggested with principals and assistant principals to get satisfaction from them to take back to the teachers.

    Suggestion was made that there be a directory of curriculum people with the time they can be reached, a list of background and services they can perform.

2. Objectives for the Year: A continuous progress model was discussed and needs to be defined. A need this year is to focus on instruction and not on curriculum; the principals need to become more involved in the classroom, with teachers, coordinators, DDC's. Lou stated

that with the staff development process, more principals will be getting into the classrooms. Priorities need to be set for classroom visitations by principals. The role of the principal was discussed. Coordinators visiting classrooms was discussed to check for curriculum delivery.

Jim Jenkins reported that principals have been requested to submit an audit plan for their school, including teachers, parents, students. Principals may be contacting coordinators to serve on an audit team. The audit plans are due the first of May.

3. Plan for secondary department meetings, October 13-Area I, October 20, Area II: The meeting time has been changed to 3:15. Suggestion was made that the above film be viewed at meeting; however, the consensus was that the film is too lengthy for our meetings and not appropriate at this time. The role and function of the department chairman was discussed. Gale stated that their duties should be geared to instruction matters--curriculum development--not as evaluators of teachers.

   - There is a need for strengthening the effectiveness of the chairperson.
   - Need definition of their job, identify the job description, gain confidence to handle that job effectively.
   - They need to be more involved in the curriculum of their departments.
   - Small department chairmen groups meet together, e.g., Art and Industrial Arts, etc.
   - A need for some methods of evaluating curriculum.

Meeting adjourned at 2:45.

Shirley Mantych
Recorder

Approved:

Mary Ellen Blanton (s)

MINUTES

COORDINATORS/DDC'S PLANNING DAY

DECEMBER 5, 1975

Present: Glenn Carlson, Donna Banning, Len Surles, Jerry Uffelman, Bud Davis, Don Salio, Mel Grable, Jim McMillan, Gary Wexler, Lee Follis, Virgil Hettick, Don Buck, Gale Pattison, Lou Joseph, Mary Ellen Blanton.

The meeting was held at the Newport City Hall, Newport Beach. Mary Ellen Blanton called the meeting to order at 8:30 a.m.

A condensed summary of needs expressed by department chairpersons follows:

1. Budget information, district and school.
2. Time: to meet, observe.
3. Evaluation of programs.
4. Articulation.
5. Group dynamics skills
6. Communication techniques.
7. Longer tenure for department chairmen.
8. More help from district department chairmen.

In order to meet these needs, extensive discussion ensued. The following is a summary:

1. Budget: Since the questions asked by department chairmen related primarily to local budgets, junior and senior high school principals will be asked to explain the budget process to their department chairmen. Points which need clarification are as follows:

   - establishing the local department budget
   - departments which receive special funding (vocational education, etc.
   - textbook budget
   - summer school budget

It was suggested that some guidance be given department chairmen as to how to cooperatively build a budget using teacher input.

2. Time: The concerns over time included time for department meetings, time to monitor implementation of curricula, time for department chairmen inservice.

Time for department meetings at school level works well when a school has a late start one day a week for planning time. Principals requiring departmental meetings helps. Reinforcement of the district schedule helps:

Monday--Department meetings and inservice
Tuesday--Admissions and transfers, special placement
Wednesday--Building level meetings

Time to monitor implementation and evaluate programs would require some released time for department chairmen. Canyon High is arranging some released time for chairmen visitation to other classrooms within the present school organization. Lee Eastwood referred to the book on secondary department chairmen. This book suggested released periods for chairmen according to a formula for numbers of teachers in the department. The purpose of any such visitation would be to monitor implementation of curriculum content as approved by the Board of Education. Department chairmen would not be asked to evaluate teachers. Some department chairmen have indicated they would rather have more pay than time.

Time for department chairmen inservice was discussed. The only time at the present is 2:30-4:00, as previously arranged, with a few schools requiring substitutes.

In lieu of released time for each department chairperson, another pattern, that of a resource person, was considered.

Option #1: for such a person would be to have two released periods a day per school.

Option #2: would have a total of three persons teaching, circulating among several secondary schools.

3. The Spring Workshop for chairmen was planned to include three thirty-minute sessions:

    1. Budget explanation at the district level--purchasing constraints--George Simpson and Don McLaine
    2. Role of the chairperson
    3. Program assessment skills (with follow-up at district department meetings)

Times suggested for these meetings are: March 1, March 8, and March 29.

Staff development and inservice needs were discussed. A joint effort involving an overall thrust to improve teaching skills, college cooperation, and Rancho Santiago Community College should be coordinated.

Needs were outlined as follows:

1. General staff development
    - Five-year plan
    - Department chairmen as leaders
    - Professional growth record for classified & certified
    - Credit or released time
    - Monitoring of salary advance courses was suggested
    - Involvement of professional organizations is a necessity
2. Subject matter emphasis
    - Content area workshops
3. Curriculum development projects still needed
    - Senior teacher projects

Inservice for one school or department also needed.

Certificates of completion in personnel folders mean a lot to people.

Staff development person needed.

Each school needs to identify its needs.

A needs assessment instrument was felt unnecessary at this time. An umbrella-type retraining in teaching skills should be required of all. Individual school needs should be determined by a face-to-face assessment and involvement. The idea of a staff development pamphlet is essential and should be published in April or May for the following year.

The meeting adjourned at 2:30.

Respectfully submitted,

(s) Mary Ellen Blanton

SUMMARY OF DISCUSSION GROUPS
AT DEPARTMENT CHAIRPERSONS MEETINGS
OCTOBER AND DECEMBER, 1975

PRIORITIES OF NEEDS

1. Budget information including purchasing procedures.
   Is allocation to departments negotiable?
   Is carry-over money possible?
   Information on LDG or Special Education money.
   We do not get receipts of what we ordered.
   Substitution of materials is a problem.

2. Lack of time.
   Need released time for observation.
   Need specified time to meet at schools.
   Survey surrounding districts as to their released time for chairmen.
   Are the district monthly meetings necessary?
   Lack of planning time and evaluation time.
   Knowledge of deadlines.

3. Evaluation of departmental program and curriculum.
   What special projects are available?

4. Articulation.
   Available consultant services.

5. Group dynamics skills.
   Interpersonal relations.

6. Communication techniques.
   Delegation techniques.
   Structure of district.
   Ways to encourage principal's support.

7. Longer tenure for department chairmen.

8. More help from District department chairpersons.

9. Help with clerical chores and record keeping.

10. Handbook.

Practices Which Help Secondary Department Chairmen's Effectiveness

Stipend
Common conference period
Mondays set aside as inservice day
Principals' support
Regular meetings
Good staff
District department chairmen
Equipment
I.M.C.
Interviewing new applicants for teaching positions
Sharing of instructional units throughout district
Decentralized budget
Late arrival one day for department meetings & planning
Utilization of media specialists for inventory of material
Inservice training
Adjacent rooms
Conference money
Teacher Aides
Freedom to develop department curriculum
Honesty
Trust
Rules enforced
Parent donations
Instructional council at school

Practices Which Hinder Secondary Department Chairmen's Effectiveness

Lack of communication (articulation) with other schools
Lack of time to be a resource person to teachers
Lack of authority, support
Lack of money
Class size
Need for secretarial help
Method of selecting department chairmen
Teacher's unwillingness to share materials
Fragmentation of departments
Resource room where teacher instructional materials stored
Lack of standardization of curricula
District meetings emphasizing junior or senior high level
Too many meetings
Hodge-podge hiring
Don't know what is expected
Not consulted on items which affect department
Lack of staff cooperation
Difficulty in securing maintenance service, typewriters
Direct channel for work orders

Paper work
Elective program in danger
Parental apathy
Obsolete plants
Equipment replacement
Need more communication
Practical Arts Departments under one coordinator

Three years from now, we would like to see:

1. Greater articulation within school and district.
2. Monthly meetings to include curriculum interchange.
3. Bi-yearly meetings with district personnel.
4. Monthly meetings with all members of the department at the school level.
5. Evaluation of programs. Use chairperson as a true resource person.
6. Chairpersons consulted before new buildings are built.
7. Chairperson responsible for inservice of new teachers in a department at the school level.
8. Individualized instruction and variable credit.
9. Equipment necessary for all areas of art.
10. Reasonable class size.
11. Teacher aides.
12. Development of food service program.

MINUTES

CURRICULUM PLANNING SESSION
(Newport Beach City Hall)

February 20, 1976

Present (Morning Session-Secondary): Mary Ellen Blanton, Donald McClain, Jerry Uffelman, Len Surles, Ramon Rodriguez, Don Buck, Carol Stoddard, Mel Grable, Marion Davey, Ken Sheets, Gary Wexler, Donna Banning, Jim McMillen, John Ikerd, Nancy Roozen, Paul Todd, Lee Eastwood, Don Salio, Glenn Carlson, Maxine Schenck, Vergil Hettick.

I. Three Year Curriculum Planning: Mary Ellen distributed a copy of Donna Banning's Art Objectives for 1975, 1976, 1977. Discussion involved umbrella-type district curriculum objectives as well as individual department objectives. Some felt that curriculum decisions should come from the Superintendent's Cabinet. Mary Ellen stated that we should recommend to the Superintendent's Cabinet the consensus of this group.

In order to receive district-wide input, it was suggested that each department, including all teachers, recommend district-wide curriculum objectives as well as their department objectives. These recommendations will be transmitted to department meetings, to coordinators/district department chairmen, to principals and area superintendents. A further recommendation was that coordinators/district department chairmen convey these departmental recommendations to principals by eye-to-eye contacts. The point was made that when district-wide curriculum or individual department objectives are established, specially funded projects and all divisions should support these objectives.

The need was expressed for an Implementation Model, Communication Model, and Decision Making Model. These models would include Time Lines and Phase-In plans. A committee was appointed to develop a curriculum plan for planning models. The committee will include Lee Eastwood, Gary Wexler, John Ikerd, Mary Ellen Blanton.

II. Secondary Department Chairmen Workshop: The group critiqued presentations prepared for the secondary department chairmen on March 8, 15, 29.

1. Local School Budget and Purchasing: John Ikerd and Don McClain received suggestions.

2. Role of the Department Chairperson: Don Salio presented the survey of the role of the department chairmen prepared by Bud Davis. The group agreed this would be more purposeful if it were sent out before the meeting. Members were asked to react to the survey immediately by contacting Bud Davis by February 27. Then, the survey will go out to department chairmen around March 1.

3. Program Evaluation: Mary Ellen will talk about the need to know what is in the curriculum in each department and the steps to revise or propose new curricula.

   Gary Wexler will distribute a Department Development Checklist and Possible Items for Student Attitudes--various ways to evaluate a department.

Present (Afternoon Session-Elementary): Mary Ellen Blanton, Len Surles, Carol Stoddard, Gary Wexler, Donna Banning, Nancy Roozen, Glenn Carlson, Maxine Schenck, Vergil Hettick, Bob Howell, Bill Gillette, Lynn Olive, Joe Fortier, Ken Neisess, Marnie Frasure, Lori Morgan.

III. Learning Continuums:

A. Reading. Every elementary student in Orange Unified School District must have a green reading profile card filled out for him this year. Mary Ellen will write elementary principals telling them the status of STAR and the latest word on the reading profile card (not mandatory for special education students, but recommended).

B. Mathematics. Profile card and placement tests are now available. Glenn Carlson suggested that teachers use the placement tests for the level below the child's grade level for initial diagnosis.

   Criterion referenced tests for each item on the mathematics profile card will be ready by September.

C. Language Arts. Oral Language Arts K-3 cards are now being used in ECE schools. Written Language Arts Profile card K-6 will be available by September.

IV. Inservice Format: ESAA Staff Development will also be merged with total district inservice planning. Carol Stoddard reiterated that Staff Development must be on company time and that only 100 teachers can be thoroughly cycled through workshops, observation and conferencing in a year. Forty hours input needs to be followed by much reinforcement. It was suggested to train a few super trainers to work with one staff.

V. K-6 Textbook Selection: A District Textbook Advisory Committee has been established. Elementary principals are on this committee.

Sub-Committees for selection of textbooks for each subject will be chaired by the coordinator or district department chairman for that subject. One representative for each school will be on the committee.

The District Textbook Advisory Committee may also recommend readoption.

The consensus of those present felt that we do not wish at this time to make a major adoption in either Reading or Social Science next year. The feeling was for next year we would want to consolidate and fill in needs of textbooks already adopted. Any Reading adoption at this time might confuse STAR implementation.

Any Social Science adoption should await the development of objectives, skill sequences, concepts by the Senior Teacher Project.

The question of single textbook adoptions for K-6 in the future were discussed. Such a decision must necessarily be related to the subject under consideration and a fullcr evaluation of Language Arts and Mathematics materials currently being used.

Respectfully submitted,

Mary Ellen Blanton
Recorder

The next meeting of this group will take place on Thursday, May 20, 1976, at the same place. Elementary curriculum planners will meet in the morning; secondary curriculum planners will meet in the afternoon.

APPENDIX C-2

AGENDA--ARTICULATION MEETING WITH FEEDER JUNIOR HIGH

APPENDIX C-2

AREA I ATTENDANCE AREA ARTICULATION MEETING

April 2, 1975
7:00 a.m.--Mann's on Katella

AGENDA

I. Call to Order

II. Purpose

  A. Establish dialogue

  B. Need for leadership in articulation

  C. Need to develop a model

  D. Need to implement the model

III. General brainstorming

IV. Plan of action

V. Next step

VI. General comments from floor

VII. Set next meeting

VIII. Adjournment

Copies to:

Gene Beyer
Jack Elsner
Ed Herman
Lou Joseph

AREA I ARTICULATION DISCUSSION

Secondary Schools
7:30 a.m.--April 15th

AGENDA

1. Call to order
2. Decentralization
    - A. Start with principals--leadership
        1. Talk about the problems
        2. What are the problems
3. Articulation models
4. Need for elementary involvement

AREA I ARTICULATION PLANNING MEETING

August 24, 1976

AGENDA

I. Background for implementation of Articulation

II. Needs assessment in Articulation

III. Various models of Articulation

IV. Constraints

  A. Time

  B. Unhappy family, especially where finances are concerned

V. Timeline

VI. Strategies and Techniques

VII. Evaluation of Area Superintendent's role in relationship to K-12 arrangement

VIII. Structure for first meeting for those who wish to participate

IX. Concerns from the floor

X. Set next meeting date of principals

XI. Adjournment

APPENDIX C-3

AGENDA--ARTICULATION DISCUSSION

APPENDIX C-3

MEMORANDUM

October 1, 1975

To: El Modena Attendance Area Principals
From: Lou Joseph
Subject: K-12 Articulation Meeting

In order to continue our K-12 articulation development plans, we will meet on Thursday, October 10, at 9 a.m. at El Modena High School, principal's conference room.

The three areas of discussion will be: curriculum, materials, and finance. The meeting will end at 11 a.m. Please be prompt.

AGENDA

1. Review to date
    - A. Definition
    - B. Articulation of personnel
2. Articulation of:
    - A. Curriculum
        1. What is
        2. What needs to be
    - B. Materials
        1. What is
        2. What needs to be
    - C. Finance
        1. What is
        2. What needs to be
3. Compilation of what needs to be: do we ever know if the students really need it?
4. Suggested timeline
    - A. Jr. High School
    - B. High School
5. Concerns from Floor
6. Adjournment

APPENDIX C-4

AGENDA--PLANNING MEETING AND SUMMARY

APPENDIX C-4

SUMMARY
PLANNING MEETING FOR AREA I ARTICULATION

August 24, 1976

In a planning meeting with Owen Smith, Gordon Mitchell, John Ikerd, Ed Seal and Lou Joseph, the following items were submitted for consideration:

1. Following areas were suggested for first agenda:

   A. Need for Statement of Goal

   B. Need to do a needs assessment

   C. Need to request at least $750 for inservice monies for the year; this request to go to District.

   D. Discussion of articulation between sixth and seventh grade--what needs to take place. Also between ninth and tenth; between principals and principals; between departments and departments.

   E. Inservice of all the special programs

   F. Need to coordinate schedule of calendar--dark days

   G. Need to discuss role of district coordinators

   H. Need to discuss role of Community Advisory Council

   I. Need to discuss role of Area Superintendent--its function and where he fits

   J. Need to develop a timeline and divide into sections

   K. What should be done over next two or three years to accomplish full articulation

   L. Need to brainstorm strategies and techniques as to how we will accomplish different levels of articulation

   M. Need to agree on common acceptance of the word "Articulation" if that is possible

There was discussion of some of the background as to reasons articulation has really never developed in our district. It was a very healthy discussion and very enlightening to John Ikerd and myself. It was good to have Owen Smith present since he had first-hand knowledge of some of the prior problems.

Gordon Mitchell commented that due to the inadequacy of the financial structure, it has been a deterrent in having developed a positive feeling on the part of elementary principals toward articulation with the secondary people.

Everyone present indicated a strong commitment to begin developing plans for articulation.

Lou Joseph, Recorder

APPENDIX C-5

AGENDA AND MINUTES--K-12 ARTICULATION MEETING

APPENDIX C-5

K-12 ARTICULATION MEETING

El Modena Attendance Area
October 10, 1975

Present: Alvarez, Baumann, Boche, Eastwood, Heim, Ikerd, Munoz, Olive, Schmidt, Seal, Shattuck

Mr. Joseph called the meeting to order at 9:00 a.m.

Informational Items

1. Telephone Tree--Mr. Joseph stated that on the recently mailed El Modena/Villa Park Telephone Tree, there was one correction: his office will contact Silverado Elementary School.

2. Aide Job Description--Mr. Joseph distributed an aide description packet which Carol Stoddard put together. He said he felt the material was very good and we should utilize it to inservice our aides.

3. George Simpson will be sending our material concerning input on budget development. Mr. Joseph said this material is to go to everyone on a school staff--both classified and certificated. Mr. Joseph asked principals to inform their staffs that this is not a "pie in the sky" request but programs, materials they need, facility changes to improve instruction should be discussed and prioritized. Also, what programs should be eliminated.

Articulation

Principals reviewed their definition of articulation: Articulation is the communication between K-12 levels whereby a continuity exists relating to resources--sharing of personnel, curriculum, materials, finances, and students.

The following represents what is presently being done and what we would like to see occur in articulation of curriculum:

What Is	What Should Be
1. District Department Chairperson Meetings	1. Item analysis from State tests
2. Reading/Resource Teacher	2. Know curriculum level and expectancies of each.

What Is	What Should Be
3. Grade Level Chairperson	3. Review of present program & priorities
4. Department Chairperson--Junior & Senior High	4. Curriculum Guide K-12 (an in-depth guide/definitive guidelines)
5. Senior Teacher Projects	5. What is to be taught at each level and time of test when given in development of curriculum (criteria reference test in our District--what are we doing in our District in comparison to State norm?)
6. Course Overview/Curriculum Guides	6. Effective use of film/proper level input as what is to be learned at particular level
7. Learning Centers/Media Center	
8. Curriculum Council	
9. Special Programs	
10. Textbook Committee	
11. Professional Conferencing & Inservicing	

The following represents what is presently being done and what we would like to see occur in articulation of materials/facilities:

What Is	What Should Be
1. Learning Centers/Media Center	1. Need standard equipment & material list (current)
2. Basic Text/Supplemental Materials	2. Close circuit T.V. network
3. I.M.C.	3. Staff development on new textbooks (multi-media approach)
4. Teacher Constructed Materials	4. Needs to be sharing among schools
5. Commercial Materials	
6. Audio-visual material	
7. Every school on its own	

The following represents what is presently being done and what we would like to see occur in articulation of finance:

	What Is		What Should Be
1.	Ratio per student on instructional materials	1.	Review of apportionment of financial resources
2.	Staffing ratio: 30 elementary, 27 junior high school, 26 high school--differentiated staffing	2.	Review of staffing ratio: certificated & classified
3.	Special Programs	3.	Differentiated staffing to hire students as well as adult aides
4.	Support Services	4.	Unit-decentralized budget
5.	Movement toward decentralization	5.	Need to have money available to support K-12 articulation
6.	Parent groups/gifts, donations		
7.	Student fund raising		

The meeting was adjourned at 11:00 a.m. Mr. Joseph asked all principals to read and review the minutes when they receive them and delete or add any other items they felt were necessary.

APPENDIX C-6

SAMPLE MINUTES OF K-12 MEETINGS

APPENDIX C-6

ORANGE UNIFIED SCHOOL DISTRICT

Administrative Council

EL MODENA ATTENDANCE AREA K-12

VILLA PARK ATTENDANCE AREA K-12

MINUTES

The minutes reflect area meetings on October 16 (Villa Park and El Modena areas), October 17 (Villa Park) and October 18 (El Modena), 1975.

Mr. Lou Joseph, Assistant Superintendent, called the meetings to order.

Present (El Mo):	Alvarez, Baumann, Boche, Heim, Ikerd, Olive, Munoz, Schmidt, Schott, Shattuck, Seal
Present (VP):	Beyer, Blakemore, Colley, Courson, Jackson, Neisess, Williams

Community Advisory Council Attendance--Mr. Joseph cordially invited all principals to attend the community advisory council meetings. He stated that both El Modena and Villa Park have a very good group this year. El Modena Community Advisory Council meets every third Wednesday of the month; Villa Park Community Advisory Council meets every fourth Tuesday of the month.

Management Style--Plan Your Day! Mr. Joseph disseminated planning forms that principals might use to plan their day. He asked principals to return all telephone calls promptly and to ask their secretary to try to answer the phone by the second ring. It was suggested that secretaries say to the caller, "May I tell Mr. ________ who is calling" instead of just asking who is calling.

Maintenance and Classified--Mr. Daub stated that over the summer he had met with all the custodians, maintenance and operations staff in groups of 10 or 12 to discuss their concerns. He indicated some of their main concerns are:

1. Teachers could assist custodians in classrooms that have separate desks and chairs by having the students put the chair on top of the desk at the end of the day and by having students pick up large pieces of paper.

2. Custodians would appreciate advance notice when additional furniture (rugs, couches, etc.) is brought into the classroom. Many times the custodians do not have the proper cleaning equipment for these additions.

3. Maintenance men are concerned that every time principals are rotated, they end up closing the doorway that had been cut out a year or so before or moving the library back to where it had originally been. He asked principals to give the maintenance men the rationale for requests and felt this communication would be helpful.

Mr. Daub suggested that each school hold a regular monthly meeting with its custodial staff. He indicated that the schools doing this had less feedback and complaints reported to him this summer.

There was a lot of discussion on the custodial and maintenance men in the district. Principals will try to work more closely with their people to bring about a better communication between the schools and the Maintenance/Operations Department.

School Plans--Audit Plans--October 15 Timeline--Mr. Joseph stated he will be meeting with principals at their schools to review their school plans. Mr. Joseph will first be reporting to the Board of Education on the schools in the El Modena attendance area. He will summarize all schools in this area in his presentation to the Board. He asked principals to initiate their Audit Committee, as a presentation on the evaluation of the school plan by the Audit Committee will be given to the Board sometime in May.

Transfers--Mr. Joseph stated that Ken Neisess and Ray Williams had requested that principals discuss principals transfers as there are no official guidelines. Each area council listed the pros and cons concerning principal transfers. The following was listed:

EL MODENA ATTENDANCE AREA

Pros	Cons
1. Challenge	1. Hurts new programs
2. Stimulation	2. Stability & continuity lost
3. Need to get out of a particular program or	3. Individual & school can become stagnant
4. Growth--personal & professional	4. Possibility of loss of effectiveness

VILLA PARK ATTENDANCE AREA

Pros	Cons
1. Stimulation for principals and school community	1. Lack of continuity/stability
2. Professional growth	2. Difficult to fix time factor on effectiveness of principal
3. Broader experience base	3. Community backing of a principal can be overwhelming
4. Better utilization of expertise	

There was a lot of discussion on "at what point do principals meet their maximum effectiveness." Mr. Joseph stated that he felt the topic of transfers is worthy of principals' discussion, and this item will be placed on future agendas.

Articulation--Mr. Joseph asked each council to review what articulation means to them. The following statements had been made at an earlier meeting:

1. Communication between various levels
2. Continuity of program K-12
3. Planned process to make change come about more smoothly K-12 (elementary to junior high, junior high to senior high)
4. Avoiding duplication of program and material
5. Articulation of resources--sharing of people, materials, programs, and money
6. Esprit de Corp.
7. Curriculum--instructional resources need to be reprioritized by attendance area.
8. Counselors should start at elementary level instead of beginning at high and moving down to lower level.
9. Understanding of staff between levels
10. Curriculum monitoring
11. Coordination of support staff & instructional materials
12. Continuity of program and evaluation of students
13. Special programs
14. More interplay of students
15. Proficiencies development K-12

There was a lot of discussion by both councils concerning the importance of articulation and developing an articulation model. Both councils stated that articulation should set priorities by attendance areas as the four attendance areas differ in student and community needs. Mr. Courson stated that the articulation model should start with a collective system of data gathering and evaluation. It was felt if this were to be accomplished, EDP would have to start giving our District information they needed instead of setting up our programming to coincide with Santa Ana's program.

Needs Assessment--5 Years--Mr. Joseph asked principals to do a five-year needs assessment at their schools. He asked that this needs assessment be tied in with the concept of articulation.

Team Concept--Mr. Joseph stated he had good feelings regarding the strong team efforts by our principals and administrators in the District. He said he would not hesitate to have his children attend any of the schools in O.U.S.D.

Mr. Joseph adjourned the meetings.

Louie S. Joseph

EL MODENA-VILLA PARK K-12 ATTENDANCE AREA MEETINGS

Villa Park Area K-12 Meeting	El Modena Area K-12 Meeting
Wednesday, November 5, 1975	Thursday, November 6, 1975
Serrano Elementary School	La Veta Elementary School

MINUTES

Mr. Lou Joseph, Assistant Superintendent, called the meeting to order.

Present (VP):	Bakenhus, Beyer, Blakemore, Colley, Courson, Davis, Jackson, Neisess, Williams
Guests:	Mrs. Blanton, Mr. Follis, Dr. Ingwerson, Mr. Patterson

Present (El Mo):	Alvarez, Baumann, Boche, Eastwood, Heim, Ikerd, Munoz, Schott, Seal, Shattuck
Absent:	Olive, Schmidt
Guests:	Mrs. Blanton, Mr. Follis

Committee Structure--Mr. Joseph announced that the District is forming various committees to give input and obtain data for various concerns in Support Services, e.g., Housing, Enrollment; Finance, e.g., Wages & Hours, Health & Welfare; Instruction, e.g., Class Size, Professional Standards; Personnel, e.g., Evaluation Process, Leave & Transfer Placement; and Communication. Mr. Joseph stated that all principals will be serving on one or more committees, and he will maintain a list so no one is serving on too many committees.

Handout on S.B. 120--Mr. Joseph disseminated a handout on a new Federal lunch program which he indicated in all probability we will be a part of a hot lunch program by July of 1977. It was suggested that it would be helpful if teachers could order their lunch on the morning of the day lunches are delivered. Mr. Joseph will check with Norma Beck and let principals know.

Berlitz Course in Spanish for Administrators--Mr. Joseph announced that through the ESAA Program a Berlitz Spanish Course is being planned, and he especially is recommending that principals with a large minority enrollment attend this course which hopefully will be offered next semester or next school year.

Review of Transfer of Principals Dialogue--Mr. Joseph reviewed the previous minutes regarding principal transfers. There was discussion on what point in time does a principal reach his/her effectiveness? It was felt that this can be a very individual thing and would vary with the individual. Mr. Joseph said we would continue to discuss transfer of principals at future meetings as this is an area that principals should be involved in. Mr. Joseph asked if we develop guidelines for elementary principals transfers, should't we do so for secondary, though there hasn't been any transferring of principals at the secondary level. Mr. Shattuck stated he hoped from the continued discussion of principal transfers that a policy statement would surface from these discussions and that this policy statement should include the secondary level. It was mentioned that schools with Title & E.C.E. Programs be mentioned in a different category in this statement. Principals are to have ready for our next meeting "indicators" of a poor and effective administrator.

School Plan--Mr. Joseph stated that the Orange attendance area schools would be presenting their School Plan at the November 6 Board meeting and El Modena attendance area schools on November 20. Mr. Joseph said in the El Modena area schools he hoped to have a parent, teacher, counselor, student and administrator present to the Board their involvement in the School Plan. He also said that he would take two school principals' plans and have copies made for the Board. Mr. Joseph asked Villa Park attendance area school principals to think about how they wanted to present their School Plan to the Board on December 4, 1975. Principals are to call or send in their suggestions. All principals are asked to be present at the Board meeting when their attendance area plans are presented to the Board of Education.

Visitation of Classes--Mr. Joseph reiterated the high priority of principal visitations to the classroom. He said principals should have a plan for these visitations and should not let paperwork keep them from visitations.

Thrust for August Inservice--Mr. Joseph stated that the planning for next year's August workshop is beginning and principals are encouraged to send to Mr. Gale Pattison their suggestions on what they might like to discuss and study at this inservice. The thrust this year has been staff development, and it was suggested that this should be continued.

Telephone Tree--Mr. Joseph asked principals if we could initiate a telephone tree for the relaying of messages that the area superintendents have to send out immediately. It was suggested that we use the telephone tree in the Emergency Handbook. Because this telephone tree includes the District Office and private schools, attached is a telephone tree which we will use for relaying of messages to the El Modena/Villa Park schools.

K-12 Articulation--Articulation was previously discussed among El Modena area principals at a meeting in October--minutes of that meeting are enclosed. Villa Park area principals discussed articulation, and Mr. Joseph asked them to define what articulation meant. Definition of Articulation: A K-12 sequential educational program which would include evaluating ending behavioral competencies; allocating resources, money, and personnel; and communication--sharing of School Plans or commonalty of developing School Plan. Mr. Joseph asked all Villa Park area principals to write down and bring to our next meeting what they feel articulation is and what should be the thrust in the Villa Park attendance area.

Textbooks--Mrs. Blanton and Mr. Follis were present to review procedures for ordering textbooks. Mr. Follis distributed a handout on the ordering of State textbooks and stated that principals are ordering their consumables for the 1976-77 year--you are not reserving. Mr. Follis stated the following deadlines for ordering emergency books that principals need this school year: November 15, December 15, and January 20. Dates for ordering of textbooks for next year are November 25 and January 20. If principals have any questions regarding textbooks, they are to contact Jo Alamia on ext. 134. It was suggested that in the future, Mr. Follis use the October enrollment figures instead of September in allocating textbook money.

No further business, the meetings were adjourned.

Louis S. Joseph

APPENDIX C-7

SAMPLE OF DISTRICT DEPARTMENT CHAIRMEN MEETINGS

APPENDIX C-7

ORANGE UNIFIED SCHOOL DISTRICT

Meeting of the Art Department

Monday, November 3, 1975
El Rancho Junior High--A Fantastic New Facility!!!
3:40 p.m.

Presiding: D. Banning, District Department Chairman Art

Present:
CVJH--Bauer
ERJH--Smith
Portola--Gunderson
SJH--Fitzgibbon
VRJH--Porterfield
YJH--Tindall
EMHS--Thayer
VPHS--Muelmester

Art I

There was a meeting of Art I teachers on October 29, 1975, 3:15 p.m. at the district office room 120.

The following ideas were suggested:

1. Move Art I to high school level only
2. Drop Art IV
3. Drop prerequisite for Ceramics I
4. Write an Exploratory Art course for 9th graders:
   a. To have high school credit
   b. Not be a prerequisite for high school art courses
5. Articulate with high school teachers concerning those 10th grade students whom they would recommend for Art II and/or Photography

The above ideas generated by the Art I teachers at that meeting were discussed by the D.C. Three main ideas were voted upon as possible solutions:

1. Leave Art I as is and articulate
2. Change Art I to grades 10, 11, & 12 (necessitating the dropping of Art IV, plus possibly dropping the prerequisite to Ceramics I)
3. Leave Art I as is and add an Exploratory Art course for grade 9 which would allow more flexibility in curriculum at that level

It was a majority decision to leave Art I as is and articulate (#1). Mrs. Banning will contact the Chairpersons in each high school and its feeder schools to establish criteria for articulation with the Art I, II, III, and IV area. Chairpersons and Art Instructors should begin planning now for those meetings so that the most benefit possible may be achieved in order to improve that area of instruction for the students enrolled.

Area Meetings

A meeting for Commercial Art teachers regarding catalog blurb changes will be November 18, 1975, at 3:15 p.m. in the IMC Art Office. These blurbs are due December 1. Those teachers should come to the meeting with some specific ideas in mind.

There will be a Crafts I/II teachers meeting on November 19, 1975, at 3:15 p.m. in the Art Office--IMC Building--regarding junior and senior high school articulation.

Graduation Requirements

The committee for graduation requirements has submitted two proposed plans to Gale Pattison to present to the school board at their November 6 meeting. One plan contains a recommendation to include Foreign Language in the Fine Arts/Practical Arts category. It was a unanimous decision by those present to recommend that either Foreign Language not be included in Practical Arts/Fine Arts, or that the number of required credits be increased to 20 for that area. This decision was based on the fact that Foreign Language has nothing in common with either Fine Arts or Practical Arts and that university preparatory students are required to take a foreign language, so are locked into that subject.

It was suggested that it be recommended to include foreign language with social studies or language arts. Mrs. Banning will communicate those recommendations to Gale Pattison before the November 6 board meeting.

The meeting was adjourned at 5:05 p.m.

Respectfully submitted,

Donna Banning, Art
District Department Chairman

ORANGE UNIFIED SCHOOL DISTRICT

Language Arts Department Chairpersons' Meeting

Date: December 1, 1975
Place: Peralta Jr. High School
Time: 3:30 p.m.

The December 1 meeting was held jointly with the Reading and Language Arts Departments. Fran Roney presented a summary of the reading inservice held at Yorba Jr. High. Later the reading teachers and English teachers at each school conferred and submitted an overview for a reading inservice at their schools. It was brought out that any inservice would require administrative leadership and support.

A proposed change for Journalism I for the eight grade was passed out, and the department chairpersons were asked to share it with their departments for their consideration.

Articulation of films seems to be a continuing problem. Senior high teachers were requested to submit a list of films they would like restricted for Senior high use. Also, department chairpersons were asked to present the reason for the restriction. The film lists would then be presented to both Jr. High and Sr. High Dept. Chairpersons to discuss. Some Jr. High teachers thought this might also be a good idea for the Jr. High teachers in order to limit the overlap of monies shown in grades 7, 8, and 9.

It was announced that there would be Composition Inservices beginning in January at Saddleback High School in Santa Ana. It was also suggested that it might be beneficial to hold similar workshops at junior or senior high schools in the district. Department Chairpersons were to ascertain the needs of their teachers.

The meeting adjourned at 4:30 p.m.

Respectfully submitted,

Jim McMillen
District Department Chairman
Reading/Language Arts

ORANGE UNIFIED SCHOOL DISTRICT

Instructional Programs, Planning and Development

MINUTES
Reading/Resource Teachers
April 25, 1976

1. Glenn Carlson announced that a senior teacher project will be organized this summer to write criterion referenced tests to accompany each item on the mathematics profile card.

   Glenn reminded reading/resource teachers of inservice sessions slated by publishers to acquaint reading/resource teachers and classroom teachers with the new texts for next year. D.C. Heath is conducting its workshop today.

   Glenn asked that sample sets of unused mathematics textbooks from the new adoption be sent to him at the district office. There is a particular need for K-3 Scott, Foresman books!

2. Lori Morgan announced that a senior teacher project is being requested to work this summer on a profile card K-6 for oral and written language, including criterion referenced tests for these items. Hours will be 9-12 from June 28 to July 23.

3. STAR--profile cards must be filled out for every student from 1-5 grade this year. At least one reading group should be started on STAR in every class. Each child should have a card with his name on it as a starting point for next year's teacher. Next year even sixth grades should be included as junior high reading teachers will use them.

   Many games have been sent to Marion Walker to match STAR objectives. 21 reading/resource teachers have sent them in (Diane Feeney has sent in five!); 13 have yet to send them in.

4. Lori Morgan and Marnie Frasure outlined how summer school curricula is being written. STAR will be the basis for reading courses.

5. Mary Ellen Blanton asked if reading/resource teachers could become more involved in identification of second

and third grade gifted students. The teachers indicated that they have been involved and are glad to help, provided it is legal for them to give intelligence tests. Dale Rice will be asked to investigate and get back to reading/resource teachers.

6. Mary Ellen announced that the district is spending more than $600.00 for attendance at the International Reading Association conference at the convention center May 10-14. In return, she asked all participants to consider the problem of articulation with secondary schools and the responsibility we all have in the reading ability of our graduating seniors. Convention goers are asked to consider the following questions:

   1. How could we have the best possible reading program at OUSD?
   2. Will our 30,000 students graduate with an 8.0 reading ability?

   Elementary reading/resource teachers asked if secondary reading teachers could visit the elementary resource centers.

7. Mary Ellen announced that the district curriculum council has been reviewing the K-12 reading program and is organizing an audit of the school district's program. This would be done by analyzing test results, learning of programs, and visiting schools and classrooms. No school or teacher names would be used in reporting, as this would be an audit of the reading program rather than of any schools.

8. The reading/resource teachers divided into three groups: ECE schools, emerging ECE schools, and non-ECE schools. Each group drew up a list of answers to these questions:

   1. What are you doing?
   2. What are benefits of the reading/resource teacher concept?
   3. What do you suggest to improve the concept of the reading/resource teacher?

9. Special notes:

   1. The Santa Clara profile sheet has been added to the warehouse and can be ordered by #96070.
   2. Carol Stoddard's "Development of Guidelines for a Resource Center Operation at the Elementary School Level" is available if anyone wishes to read it.
   3. Please inform your teachers that STAR at levels below or above their classroom is available.

ORANGE UNIFIED SCHOOL DISTRICT

Science Department

Minutes--September 5, 1975

Santiago Jr. High School--8:30 a.m.

The meeting was started with a thirty-minute social with refreshments. During this period, introductions were made and teachers picked up surplus reference books for use in their teaching.

A Short General Session included the following:

Bulk purchasing was discussed at the request of several schools. Cost saving would be a possibility, but lack of agreement on materials limits the effectiveness. The Purchasing Department sent along a specimen sheet of their bid list which seems to be a good alternative.

Nancy Edwards, the coordinator-teacher for the Medical Occupations Program, discussed the career exploration aspect of her work with the local hospitals. All science teachers are encouraged to visit the program for a personal tour of facilities and an overview of the curriculum. Contact should be made through Nancy Edwards at Chapman General Hospital, telephone 532-5873, or drop a note to her, R.O.P. office.

Gwen Chapman of El Modena High School presented a brief description of the Comprehensive Achievement Monitoring Program for biology students at El Modena. Gail Muessa and Paul Collins seconded her enthusiasm, and the three invited other biology teachers to join them on a limited basis this year. Students in the full C.A.M. Program will receive unprecedented feedback on their performance in class.

Results of Work Session by Subject:

The teachers met in small groups to consider their needs for 1975-76 and to chart a course of action. The concerns and directions are listed below in priority order.

7th Grade

1. Coordination of science between schools--teachers will meet on a periodic basis.
2. Need to resolve best time to offer science in junior high--hopefully will come out of No. 1 above.

8th and 9th Grade Earth Science

1. Versatility within the year--possibly a unit on rockets in the second semester.
2. Need to take greater advantage of available resources like free films from the U.S. Coast Guard, Orange County Astronomers and a Geology Course at Chapman.

Introductory Earth Science (IPS)

1. Confusion is caused by the use of a non-standard unit of measure, "the bead." The new text uses the terms from the metric system: unit, gram.

Senior High Life Science

1. Need to evaluate and adopt a new textbook--the teachers will serve on a selection committee at the schools.
2. Need to move toward more individualized instruction; the teachers will watch closely the pilot program at Villa Park High School.
3. Need to organize a basic set of district-wide objectives for Life Science--will review current course outline.

Biology

1. Need to evaluate film holdings for balance and grade level placement.
2. Need control groups for CAM biology program--volunteers have asked to be included.
3. Need to work on unification of objectives for comparison between schools.

Chemistry

1. Safety measures are inadequate--ask Department Chairmen to check into:

   a. Ventilation at Villa Park High, El Modena High and Orange High
   b. Emergency shower and eye fountain at Orange High
   c. Fume hoods inadequate at Orange and Villa Park High.

Physiology

1. We need a less specialized course for students wishing a second-level biology program--establish a

committee to explore advanced placement, honors, and/or gifted program.

2. The present textbook is grossly inadequate. The teachers need to introduce extensive material on their own. Gwen Chapman will share her ideas on medical careers preparation.

Physics

1. Need equipment and software to complete the course; material will need to be budgeted.
2. We need an adequate physical science course in high school or more emphasis on physical science in junior high--we should propose a two-level physics program and assist in the development of additional physical science courses.

Department Chairmen Meeting:

In an effort to improve communication and broaden our perspective, two new members will join the school department chairmen team. Nancy Edwards, Medical Careers Program, will represent the Regional Occupational Program (R.O.P.) and Evelyn Philips will represent the Media Specialists. Let's extend our welcome to these valuable new members.

Meeting adjourned at 11:00 a.m.

Respectfully submitted,

Vergil Hettick, Dist. Dept. Chairman
Science and Health

MINUTES

November 3, 1975

ORANGE UNIFIED SCHOOL DISTRICT
Science Department
Santiago, Room 215
3:30 p.m.

Present: Don McClain--Canyon
Jeanne Teffeteller--El Modena
Evelyn Philips--Orange
Marilyn Hettick--Orange
Tom Platten--Yorba
Jerrol Williams--Orange
Kim Morrison--Santiago
Norm Pargee--Portola
Gernie Reinisch--Vista del Rio
Norbert Peterson--Peralta
Henry Enriquez--Santiago

Minutes of the October, 1975, meeting approved as submitted.

Announcements

The results are in from the chairpersons' workshops. Work is underway to respond to the priorities listed. "Budget" and "time to do the job" were the two biggest items. Ways to implement the recommendation are being studied. Some items will be dealt with directly, others will be included in a spring workshop.

Film Articulation Workshop

The major portion of the session was devoted to the organization of film annotations by subject and by grade. The end-result will be a recommended film articulation plan encouraging teachers to choose their films from a select list. Voluntary support of this approach will not only assure greater availability of the articulated films, but in the future will reduce the duplication of showing. The next step will be the dissemination of a "rough draft" to all teachers to get their input.

Meeting adjourned at 5:00 p.m.

Respectfully submitted,

Vergil Hettick

ORANGE UNIFIED SCHOOL DISTRICT

Minutes of the Vocal Music Department
Combined with Anaheim Union High School District

November 3, 1975
Anaheim

Present:	Tom Schenk	Marybeth Done
	Debbie Brown	Bill McMillan
	Lenora Warren	Dennis Houser
	Janet Cariss	Ron Browne
	Stephen Kester	Marlene Hudson--ill

1. Open discussion and comment on vocal technique from Orange Junior High Schools.
   - A. Downward vocalization and use of proper vowels stressed.
2. Discussion by Mr. Stan Hill, Ball Junior High Anaheim
   - A. Discipline is the cornerstone of all teaching. Students must realize their place and be kept there. At the same time they must be made to feel as though they are the most important person in the class.
3. Exchange of repetoire lists from district to district.
4. Preston Wolff, Loara High Anaheim, led a discussion of his "steps to success."
5. Dennis Houser led discussion of ways to articulate between junior and senior high schools.
   - A. Improve communications through personal appearances on the campus.
   - B. Meet 9th grade classes on a one-to-one basis.
   - C. Share ideas with junior high people.

Meeting adjourned at 5:05 p.m.

Next meeting is December 1 at Orange High School.

APPENDIX C-8

MATH PROGRAM CONTINUUM

APPENDIX C-8

MATHEMATICS PROGRAM

GRADE LEVEL	DESCRIPTION
K-3 (Primary)	Mathematics Continuum Placement Tests Student Profile Cards Self-Contained Classroom "Hands on" Activity Oriented Program Math Learning Centers
4-6 (Intermediate)	Math Continuum Placement Tests Student Profile Cards Non-Graded (Gr. 5-6) Departmentalization Emphasis on Basic Skil Metric System Math Learning Center
7-9 (Junior High)	Math Continuum Non-Graded Math Program Math Labs Honors Program
10-12 (Senior High)	Objective by Course Strong College Preparatory Program Individualized Instruction Basic Skills Classes Computer Programming Proficiency Math Test Extending Elective Program
Advanced Placement	Calculus (Junior College)

MATHEMATICS

GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Honor Math 7 or Non-Graded Program	Algebra 1	Geometry	Algebra 11	I.C.M.	Calculus (Junior College)
Math 7 or Non-Graded Program	Math 8 or Non-Graded Program	Algebra 1	Geometry	Algebra 11	I.C.M. or Trigonometry
Math 7 or Non-Graded Program	Math 8 or Non-Graded Program	Algebra 1A	Algebra 1B	Applied Math or Geometry	
Math 7 or Non-Graded Program	Math 8 or Non-Graded Program	General Math or Non-Graded Program	Algebra 1A	Algebra 1B	Applied Math
Math 7 or Non-Graded Program	Math 8 or Non-Graded Program	General Math or Non-Graded Program	Senior High Mathematics	Applied Math	

Additonal Semester Electives:
Probability
Statistics
Computer Programming

APPENDIX C-9

SURVEY OF COORDINATORS AND DISTRICT DEPARTMENT CHAIRMEN

APPENDIX C-9

ORANGE UNIFIED SCHOOL DISTRICT
370 North Glassell
Orange, California

December 11, 1975

To: Coordinators and DDC
From: Lou Joseph, Area Superintendent
Subject: Development of an Articulation Model or Process for our District

For the past few years, there has been an attempt to bring about an articulation process between junior and senior high schools. This needs to be broadened to the elementary school and its relationship with the junior high school.

Articulation is difficult to define as it is very pervasive and could literally mean anything and everything.

I. WHAT DOES ARTICULATION MEAN TO YOU?

a. It is monitoring and initiating art and its influences on other subject areas and all of the cultural arts at all levels.
b. It is a monitoring and maintenance of the curriculum K-12 to insure continuity and quality without overlap or gap.
c. Complete articulation involves smooth transmission of information; ideas, processes, procedures, curriculum, requirements, etc., from K-12 in administration and instruction with follow-up and feedback to complete the circle.
d. Exchange of information, procedures, and ideas in both directions.
e. The process of creating and maintaining a sequential program beginning in the primary grades and continuing through the secondary levels.
f. The communication and understanding process between and among personnel at various levels in the organizational structure.
g. Communication between individuals and/or groups to broaden understandings and concepts.
h. The acceptance and awareness of the relationships with the various levels, disciplines and responsibilities of the organization. A shared perception of a task.
i. Coordinated K-12 scope, sequence, materials, etc., within a high school feeder area.

j. Communication and commonality between elementary, junior and senior high school.
k. Communication and cooperation between vertical units with the objective of creating a smooth flow from K-12.
l. A planned music program beginning in Kindergarten and continuing through Grade 12.
m. Communication (understanding) between the various levels, departments, programs in the District.

2. GIVE SOME EXAMPLES THAT YOU HAVE DISCUSSED WITH THE STAFF MEMBERS AT THE SENIOR HIGH SCHOOL:

a. Understanding Junior High School problems in like courses (Crafts 1 and Arts 1)
b. Getting to know "the feeder school staffs" in order to better communicate.
c. Working together to increase and broaden personal expertise.
d. Change in graduation requirement.
e. Implementation of a new curriculum.
f. Coordinate instruction.
g. Better student placement from ninth grade to tenth grade.
h. Improve communication flow between junior and senior high schools.
i. Improve communication flow between members of a department at a school.
j. Development of a film guide for Language Arts 7-12.
k. Development of a unified set of student expectations and evaluation procedures not only within each high school but also on a district basis.
l. Monthly DDC meetings.
m. Modification of school rooms and organizational structure to facilitate feelings of community.
n. Preparation of students in basic skill areas.
o. Jr.-Sr. high school composition continuum.
p. Basic skills competency reached at jr. high school level should be accepted at high school.
q. Language Arts Teachers discussed a plan to develop writing skills at both levels.
r. Reading and mathematics proficiency tracking.
s. Athletics--Language Arts Curriculum--Foreign Language flow--Math Department Coordination.

3. GIVE SOME EXAMPLES THAT HAVE BEEN DISCUSSED WITH THE STAFF MEMBERS AT THE JUNIOR HIGH OR ELEMENTARY LEVEL IN REGARDS TO ARTICULATION.

   a. Working with senior high school teachers to articulate like courses to insure that the same material is being covered--insuring that levels of difficulty according to student maturity are taken into consideration.
   b. Use of curriculum guide.
   c. Sequential skill instruction.
   d. Motor movement instruction through large muscle games and sports.
   e. Sport regulation and communication.
   f. ECE.
   g. Film guide.
   h. Composition continuum will be a senior-teacher project this year.
   i. Reading in content area.
   j. How are decisions relating to the decision making formulated?
   k. Communication between staff members, parents and community, preschools and receiving schools.
   l. Identification of basic concepts and goals.
   m. Many times the football coach from the high school comes to the junior high to encourage students in his football program. Let's carry this over to other areas--e.g., French teacher from high school visits junior high French classes, etc.
   n. Reading testing (some elementary schools will not cooperate).
   o. General orientation of 6th grades to junior high school environment.
   p. Cooperation through cross age teaching programs in elementary feeder schools.
   q. Develop our concepts and agree to teach these in all schools, in all elementary grades.
   r. Only that there is a need for articulation.

4. WHAT IS YOUR PERCEPTION OF ELEMENTARY TEACHERS?

   a. They are often hesitant to teach art if they do not have a personal interest or background in it and need articulation--especially at the upper elementary level. They are generally very creative and dedicated to teaching--asked to do many things other than classroom activities--anxious for assistance in art.
   b. Contained classroom--important role, especially difficult to be knowledgeable in all subject matter areas. Dealing with how primarily and not what.

c. Student centered rather than subject centered.
d. 1. Very child orientated
   2. Dedicated
   3. Creative
   4. Very busy
   5. More concerned with educational philosophy than secondary teachers
   6. Young, for the most part
   7. Enthusiastic
e. Hardworking people who often lack basic knowledge and skills necessary for a complete task they are asked to perform.
f. Generally dedicated to meeting the needs of individual students; however, frustrated because they would like to be assisted in extending their skills.
g. A highly dedicated, sensitive group.
h. Student oriented--largely followers in curriculum areas.
i. 1. Self contained concept (involved with students in many areas)
   2. ECE
j. Generally child oriented (good); sometimes too self centered (interested in their own and no one else's problems); frequently not in very close communication with principal and are in need of relief from numbers of students.
k. Working to achieve concepts in music together in grades K-6--all schools.
l. Heavily child oriented--do great job in skill areas (reading, language arts, and math). Need to increase knowledge of content.

5. WHAT IS YOUR PERCEPTION OF JUNIOR HIGH TEACHERS?

a. They have large classes to cope with, small budgets, limited time in classes, and too many sections--some do not have art majors and are not able to teach with much depth and this definitely hurts the program at that level. Those with art majors overall do a good job. Most junior high teachers aspire to teach high school, and they are very conscientious about the curriculum and work to monitor and revise it as necessary.
b. Subject matter oriented. Challenge to motivate adolescent, and patience.
c. Most junior high teachers are student oriented, but the large numbers of students they work with limit their student orientation.

d. 1. Over-worked
   2. Dedicated
   3. More involved with the students than senior high teachers
   4. Enthusiastic

e. Hard working people who often lack basic knowledge and skills necessary for a complete task they are asked to perform. My perceptions vary with the individual.

f. Little interaction--cannot fairly answer.

g. A frustrated group of subject matter specialists.

h. Student oriented but feeling frustrated by objectives set up for them which have little regard for kids.

i. 1. Transitional period for students.
   2. Effectiveness closely coupled with flexibility.

j. 1. Subject oriented.
   2. All too frequently are "waiting" for high school position.
   3. Not willing to see overall picture in area of need for assistance in school operation outside classroom.

k. Capable in their areas.

l. The ones I have known have good knowledge of their subjects and are interested in the children.

6. WHAT IS YOUR PERCEPTION OF SENIOR HIGH TEACHERS?

a. Some are great. Some are there because it's a job and they have tenure. They do not update themselves, and their teaching approaches thus causing the program to stagnate. They do not work to understand the problems at junior high school to a very large degree. These teachers need to be encouraged to be more innovative and creative. Perhaps a completely new and different class assignment to get them out of their "rut" or just encourage them to work more on their own art--as we hope our OUSD faculty art shows will do.

b. Subject matter oriented, a tinge of being cynical, somewhat unflexible.

c. Teachers are more content oriented at the high school level.

d. 1. Tend to be more subject oriented than student oriented.
   2. Dedicated--concerned about the "slippage of standards."
   3. Are career teachers.
   4. Very knowledgeable in their fields, but less so with education philosophy.

e. Fairly knowledgeable in subject matter, often lacking in basic knowledge of learning principles.

f. Limited interaction--cannot fairly answer.
g. Essentially subject centered as opposed to child centered.
h. Content oriented for the most part. Still oriented to college, not necessarily survival skills.
i. Subject matter oriented.
j. 1. Many are our best teachers. Many others, our poorest.
   2. In terms of class size, have it comparatively easy.
   3. Too often are apt to "look down" on junior high and elementary school teachers.
k. Same as junior high teachers.
l. Fine knowledge of subject matter.

WHAT DATA DO YOU BASE YOUR FEELINGS ON?

a. Personal contact and experience. Observation as D.D.C. and discussion with the department chairpersons.
b. Observation, leadership role, being one.
c. 10 years high school teaching experience and K-12 coordinator for 3 years.
d. Experience/observation: 12 years as a teacher and 1 year as a D.D.C. 7-12.
e. Personal experience and observation; intensive reading of the literature; basic research .
f. My interaction with 15 staffs in OUSD and with being a classroom teacher.
g. Twenty-nine years of classroom teaching, sub-administration and administration in both junior and senior high schools--18 in OUSD.
h. Statements made at District Meeting--"Elementary teachers don't teach anything."
i. Son who attends a Placentia High School.

7. SUGGEST AREAS OF CONCERN THAT YOU WOULD LIKE TO SEE DEVELOPED IN AN ARTICULATION MODEL PROCESS:

a. Time to work together as a team, junior high school and senior high school.
b. Specific responsibilities for articulation and closing loop.
c. The articulation model should include a procedure that provides for continuous communication among levels of the school system and within a school. The once a year meeting is not a profitable way to articulate.

d. Composition--1st through our English Departments 7-12. Second through our content areas. Reading--In content areas teachers have expressed the need for articulation and are willing to work to achieve it.
e. Basic problem relates to structural pattern of schools and perceived and unperceived "regularities" as relating to schooling as opposed to education.
f. The model needs to be developed within the framework of the program we are beginning to implement--RISE, ECE, 4th through 6th grade reform, etc.
g. Basic concepts, essential proficiencies, ranked or leveled student experiences.
h. Materials seem to be dictated from top, without regard for needs of lower levels.
i. Composition, Reading, Basic Math and Career Education.
j. Transfer emphasis of "importance" of teaching from Senior High level to Elementary level where it belongs--Would give greatest assistance where there is greatest need. Improvement would have wave effect up through K-12 to give improved articulation automatically.
k. More exchange of ideas and better understanding of each level.
l. Appreciation of the personnel at various levels. All subject areas.

8. ANY OTHER COMMENTS?

a. Goal for 1976-77: To "articulate" with the K-6 teachers in order to incorporate art into the contact areas. Education of instructors to increase their own aesthetic awareness.
b. Successful articulation model could be most important of the 7 goals presented.
c. Areas selected need to have District support and leadership to ensure success. A thorough preplanning for inservice is necessary as is continuous, on-site monitoring.
d. For a better answer to these questions, read Seymour Sarasons' _The Culture of the School and the Problems of Change_, 1971.
e. Progress toward improved articulation is a shared responsibility of all individuals in the organization.

APPENDIX C-10

SURVEY OF ELEMENTARY STAFF

APPENDIX C-10

ORANGE UNIFIED SCHOOL DISTRICT
MEMORANDUM
Elementary Schools

TO: Staff Members, O.U.S.D. January 21, 1976

FROM: Lou Joseph, Area Superintendent

SUBJECT: DEVELOPMENT OF AN ARTICULATION MODEL OR PROCESS FOR OUR DISTRICT

For the past few years, there has been an attempt to bring about an articulation process between junior and senior high schools. This needs to be broadened to the elementary school and their relationship with the junior high school.

Articulation is difficult to define as it is very pervasive and could literally mean anything and everything.

In order to assist in this development, will you take a few moments to answer this questionnaire:

1. What does articulation mean to you?

   a. It means going easily into the next level with what has been learned, what is being learned and what will be learned - - making one complete picture.

   b. Articulation means giving information to teachers who are presently teaching students one has taught in the past.

   c. To discuss, formulate and implement stated program by teaching to objectives within a given framework, so that there is a continuity.

   d. In regards to education, articulation, to me, is the process of establishing some continuity to one's basic education, from kindergarten to, or through College.

   e. Articulation is an open forum of heart to heart communication. Each person contributes to the discussion and all participants not only listen to the speaker but also hears him. (Open, questioning, understanding).

   f. Communication, level to level. Ideas that can be put to use.

   g. To combine things - ideas, etc.

   h. Articulation means a flow of communication and trust.

2. Give some examples that have been discussed with the staff members at a grade level below you in regards to articulation.

   a. In first grade I'm anxious to know the child's kindergarten work habits and social habits or anything that might help each child have a good first grade beginning. If problems appear in reading readiness, I would talk with the kindergarten Teacher.

b. Math levels program - formulated and implemented - objectives were "articulated" and the program is based upon teaching to the objectives.

c. Two main concerns are those of Reading - we have a reading levels program to establish continuity from one year to the next - and Math - the learning of addition and subtraction facts before the introduction of more advanced concepts.

d. Share student's assignment so my 4th grade students will be ready for 5th grade.

e. Sit down with previous grade Teacher and discuss students.

f. The first grade teacher and myself discussed subject areas and what the childrens weaknesses were.

g. Types of phonics taught, how much reading readiness, relative position as to group placement in skills or reading groups, and problems about individual children.

3. Give some examples that have been disucssed with the staff members at a grade level above you in regards to articulation.

   a. Besides the placement cards I always discuss the above and below average child with the next level teacher. This is to help the child make an easier adjustment to the next grade. We often talk informally about what second grade teachers expect to be accomplished in first grade. I especially note: reading accomplishments and/or problems, work habits, math know-how, owrk and social habits.

   b. Informal meetings at recess, lunch and after school.

   c. "NO" articulation attempted. only informal remarks concerning areas of weakness - specifically, library skills, analytical techniques, and terminology.

   d. Language skills have been discussed, the writing of paragraphs, outlining, researching and etc. Social behavior and social development in regards to the transition from primary (3rd grade) to upper grade (4th grade) has been brought up. The mastery of math facts in regards to the operations that are learned in 4th grade.

   e. Have talked to first grade teachers many times in regard to curriculum, class projects and discipline.

   f. How child performed in my room, What I need to teach to bring child to expectation level of class above me. Music grouping and P.E. grouping.

4. Our District has an articulation card for elementary students.
   Have you used it? YES 9 NO 3
   If no - did you know it existed? YES ____ NO 3

5. What is your perception of junior high teachers?

   a. I know they have a hard job - especially in this day and age. I often think of Junior High Teachers in two groups. Those working hard to get into High School and those waiting for retirement. I know some great ones too.....

b. I feel the excelerated classes are terrific so as to give those who are in the above average group more challenge. The variety of class choices are tremendous as opposed to what used to be the choices. Most are very good.

5. What is your perception of junior high teachers?

   a. Most of the probably do a good job teacher! Some teachers complain that 7th graders are weak in certain areas - in the absence of stated objectives and continuity of agreed upon program. I feel complaints are not quite fair!

   b. My perception of junior high teachers is that of a brave, very concerned person that must very carefully and directly deal with a very important social period and academic time of students.

   c. I think they are all doing the best job they know how to do. Each one gives of himself. Some have one thing to give, others have something else to give.

   d. If elementary oriented - problems and individual of students.
   If high school level - would not be as humanistic.
   Sujbect area (making an attempt to get closer to kids).

   e. Subject oriented.

   f. I think junior high teachers are becoming more concerned with what is being taught in the elementary schools.

   g. I have the feeling that elementary teachers get all the blame for the failure of kids to learn to read.

   h. I think they are too interested in subjects and need to teach basic skills.

   i. I know they have a hard job - especially in this day and age. I often think of junior high teacher in two groups - those working hard to get into high school and those coming near the end and biding time till retirement. I think of it as the lowest area in education, but I know some great junior high teachers, too.

   j. I feel the excelerated classes are terrific so as to give those who are in the above average group more challenge. The variety of class choices are tremendous as opposed to what used to be the choices. Most are very good!

What is your percetion of senior high teachers?

a. From hear say, most are good.

b. I know from experience with my children how much teaching in this area has changed. I'm all for the practical application and learning experiences my children have had since 1965. I feel high school teachers are very knowledgable in their particular field. But how much do they know about the whole high school scene?

c. I imagine they are sincere in their work.

d. I have no real relationship with high school teachers.

e. I think high school teachers think only on terms of high school and could care less about what else is going on (process, etc.)

f. Don't know - no contact with them.

g. I don't know - I don't know.
Have no dress code - too permissive and social problems.
Trying to be cool.
Haven't been around.

i. Loose - no dress code - too permissive.

j. I think they are all doing the best job they know how to do. Each one gives of himself. Some have one thing to give; others have something else to give.

k. My perception of senior high teachers is that of an individual who is very skilled in one or few particular areas and does not often deal with situaitons or students outside that area(s).

l. They seem to know what they want from students.

What data do you base your feeling on?

a. Personal contace with three teachers:
   1. English teachers in charge of Language Inservice
   2. Math coordinator - as consultant in setting up math levels program.
   3. Art (ceramics) - as teacher in Adult Education.

b. School visitations; personal acquaintances who are teachers at these levels.

c. Reaction of students to teachers! The integrity of the teaching profession.

e. Taught at that level.

f. Taught at that level.

g. I have been involved with junior high and high school teachers through several classes and that seemed to be the general feeling.

h. I attended one meeting between the staff at Silverado and a junior high a few years ago and we were asked at what grade level we stopped teaching reading.

i. Junior high from listening to my niece and nephew talk about their teachers and what they do.

j. I taught in the junior high school for two years before I was married and then substituted in high school for 12 years up to 1960. I've had 3 children who went through public school - two graduating from Orange High.

6. What skills do you expect your students to possess when they come to you?

    a. Verbalizing - mature enough to secure being in a new environment.

    b. For those coming into grade 1:
        1. Experience in working with numbers to 10.
        2. Experience in working with reading readiness skills, including beginning consonants.

    d. To read at least on first grade level; name of sounds, add and subtract to ten; and have a little understanding of tens place.

    e. I feel the plan set up by the district, which we recently received, is a fair expectation level.

    f. Read at grade level - understanind of what is being read.

    g. Basics:
        1. Read at grade level - have some understanding of what is being read.
        2. Math - add - (-) x ÷ - fractions, reading - comprehension/vocabulary.

        4-6 - socials
        1. Concentration of 30 minutes
        2. 4th - twenty minutes
        3. 6th - 45 minutes

    h. Read at or near grade level; listen, follow directions; write a good sentence, consideration; respect; know multicplication tables; know how to add without using their fingers.

    i. I expect my students to know:
        1. Basic language skills - writing sentences.
        2. Read within a 6 month range of grade level.
        3. Know basic additon and subtraction fact to 10, perhaps 15.
        4. Some positve social behavior.

    j. Reading ability - at or near grade level; math ability - accurate computation of four basic operations; language ability - recognize nouns, verbs, adjectives and simple sentence structure.

7. Any other comments?

    a. I think more articulation is needed between all teachers. We should be concerned with the whole child. We shouldn't just want to pump him full of knowledge and send him into the next hurdle of learning. Need love, wisdom & empathy.

    b. Yes, I think even more talking between elementary and junior-senior high teachers is necessary.

APPENDIX C-11

SURVEY OF SECONDARY STAFF

APPENDIX C-11

ORANGE UNIFIED SCHOOL DISTRICT

MEMORANDUM

SECONDARY SCHOOLS

To: Staff Members, O.U.S.D. December 11, 1976
From: Lou Joseph, Area Superintendent
Subject: Development of an Articulation Model or Process for our District

For the past few years, there has been an attempt to bring about an articulation process between junior and senior high schools. This needs to be broadened to the elementary school and its relationship with the junior high school.

Articulation is difficult to define as it is very pervasive and could literally mean anything and everything.

In order to assist in this development, will you take a few moments to answer this questionnaire:

1. What does articulation mean to you?

    a. It refers to the smooth transition from one level to the next level with a minimum of frustration to the child and a maximum of anticipation to that same child.

    b. A discussion with others attempting to interrelate materials.

    c. Articulation is communication that promotes the possibility for successful, meaningful education from kindergarten through life's work.

    d. Coordination of efforts and effect a continuous growth instead of piece-meal from level to level of education.

    e. Coordination and cooperation in establishing the development and reinforcement of basic skills and the use of those skills (such as alphabet through syllogisms and concepts).

    f. Intelligent, helpful, inner communication. In education this is K-12 inclusive--discussion groups, etc.

    g. Meeting with teachers of other levels to see what each level is teaching in my areas and how we can help each other.

    h. Articulation means a sharing of ideas, methods of teaching, and philosophies of education.

i. To establish and maintain concise dialogue between two or more people or organizations, etc.--creating continuity of thoughts and processes.

j. Articulation means establishing open lines of communication so that we can discuss what our strengths and weaknesses are, what our common problems are, and how we might work together to solve them.

k. The coordination of programs between the Junior and Senior High Schools to prevent needless duplication by infringement upon instructional areas.

l. Talking with the teachers that are involved with my subject both from feeder schools and the high schools they will be going to. Teachers talk about their students and, at what level of music they are. Recommendations passed on to the high school and information cards are filled out for special cases (where 7th grades will not be starting in beginning chorus).

m. Allowing for the interaction between levels (such as junior to senior high), important features; each level knows what and how and why the other levels are teaching as they do. For example, I would have no idea what the feeder schools are attempting to accomplish in their math and science programs except that I have discussed certain topics with certain teachers I know personally.

n. Coordinating instructional material so that students' exposure is increased as they advance through school.

o. Exchanging methodology and concepts of teaching. Knowing your responsibility (level junior high or senior high) in your subject matter. Example: Junior high is supposed to handle junior year III, first 8 lessons, and high school is supposed to start from IV with lesson IX.

2. Give some examples that have been discussed with staff members at a grade level below you regarding articulation:

a. In the area of athletics the transition is one of difficulty. Each level is afraid of stepping upon the other's domain. Often times students drop out of athletics at the junior high or senior high level because of the lack of articulation.

b. Department meetings--discussion of duplicate use of films, duplicate units on race, crime and punishment, ecology and urban development. There has been little or none with the world history teams. I've also had similar discussions within my grade level (anthropology, C.A.P., A.D., and Soc-Psy).

c. After-school workshops involving junior high school and elementary teachers. Elementary teachers asked for help on how to teach skills. Junior high teachers expressed the thought that there is no need for articulation.

d. Discussion in articulation meeting with the junior high was limited to what the high school expected of incoming students for each course. We were asked what we considered important and what could be left out in courses offered at both levels. Articulation within the department is carried on throughout the year as we remind each other what students have as far as background from previous courses.

e. Reading skills reinforced through teaching reading in each content area. Setting standards as to deadlines, study habits, etc., so involvement and responsibility can be encouraged. Fundamental facts and concepts presented (biology, cause and effect) to be built on.

f. In planning for composition curriculum--there has been much discussion concerning age levels at which to begin certain mechanics. The same type of discussion concerning reading has taken place.

g. We feel that it starts in elementary where most of the teachers do not have science training; and they have no money for science. Then they go to junior high where many of the facilities are not adequate, and the money is most definitely inadequate. It was pointed out that McPherson doesn't have microscopes or balances which we feel is very necessary to present adequate courses and have the students interested. With only two sections different. Santiago science department has twice the money that McPherson people have. McPherson has not had an increase in monies since 1951. This is incomprehensible since prices have increased so drastically.

h. A change in course offerings was discussed. To increase student interest, it is felt that more labs are needed; but this means more equipment and money. The high school teachers emphasized that, perhaps, interest type of things should be done even if it means deemphasizing content. Some of the junior high teachers disagreed. The junior high teachers came up with the following course possibilities for interest: care of horses or animals, rocketry, aquarium building, computer building and use of a telescope. It was felt by all that these types of courses would be interesting for 7th to 9th graders.

i. It was noted that for interest sake, good student performance and for safety, lower numbers produce a significant difference. It is best to have 28 or less at all levels in a laboratory situation.

j. We have discussed what texts and materials we use and what expectations we have at various levels of work.

k. What elementary teachers are teaching and what the junior high teachers expect or would like students to know and be able to do.

l. At an articulation meeting a year ago concerning our bilingual program, the junior high teachers asked where we high school teachers thought emphasis should be placed. Our answer was to emphasize basic writing skills and grammar. At the most recent one, nothing came out. Junior high teachers talked more about caliber of students and were not open for real articulation.

m. The use of films at the junior high and sometimes elementary school level that should be used only for high school level classes. The use of dissections (the same as used in high school classes) at junior high level, which often results in student apathy at high school level.

n. I visited three feeder schools by arrangement with my principal; and their principals went into the classrooms, spoke of my experience, and the course content. Had them fill in "Music Profile" cards for proper placement. Had the high school vocal music director come out and talk to my concert choir and answer questions. Furnished list of ninth graders in my chorus.

o. None--at least not formally.

3. Give some examples that have been discussed with staff members at a grade level above you:

a. Never discussed.

b. None.

c. Expressed concern for quality teaching that assures the next level teacher of high competency at the level I teach.

d. There is little or no articulation with the junior college or college. It would be beneficial but unlikely.

e. Emphasis on adjustment in adult world in one kind of psych class. Emphasis on subject matter in psych in other classes. Ability of non-college and college bound students to be successful partners and workers.

f. There has been concern as to repetitive showing of films, duplicating of literary offerings, and so on. Much has been done to try and correct this through discussion with upper-grade levels.

g. I have attended meetings with college and university people concerning chemistry--don't know about biology. Have learned what they want our students to know by graduation for various majors. Have devised general chemistry course as a result of meetings and have the knowledge my students are well prepared for college chemistry via feedback.

h. I have discussed with college professors what expectations they have for students in freshman English.

i. The junior high teachers have explained our course of study to the high school teachers and asked what to expect of junior high students entering high school.

j. We are in contact with college admissions personnel to determine what areas our students must have skills in upon their graduation.

k. Portola, Yorba, and Orange High School have held articulation meetings. We have reviewed the basic subject matter of each other's courses and found how the junior high might better prepare students for high school courses.

l. Junior high students have some ecology prior to high school biology.

m. Students taking biology as sophomores get first choice if they have taken I.P.S.

n. The effectiveness of our teaching in preparing our students to the high school. Discussion in order to improve the transition from junior high to senior high school.

o. There are decisions about skills that professionals must make and coordinate. Teachers cannot continue to be blamed for students and parents who believe education is a waste of time. Teachers need support in requiring responsibility and involvement as the job of students and parents.

4. Our District has an articulation card for elementary students.

   Have you used it? Yes 1 No 13
   If no, did you know it existed? Yes ___ No 13

5. What is your perception of elementary-junior high teachers? (Please underline your level)

   a. I have a warm and high regard for both. (Sr. High)

   b. I feel they all are doing the best job they can. (Sr. High)

   c. I cannot generalize. There are some teachers whom I know of who are very dedicated, hard working, and effective. Others do an average job; and regretably we have some teachers who are very bad!

   d. Teachers who work with the total child must teach how to learn and relay the need to continue learning.

   e. Elementary--fine, conscientious, frustrated about where to place emphasis (ego or skill); junior high--frustrated, generally unprepared for the nebulous energies they face, unsure of how they fit into the curriculum.

   f. I note that elementary teachers are hard working and concerned; but though their teaching is more than adequate, their knowledge, comprehension, and retention of their students is too idealistic.

   g. Elementary teachers on the whole do not have science background and present limited programs or none. Junior high teachers have background but not enough equipment, etc., and too many students. (Sr. High)

   h. Elementary--too often devote time to enrichment (field trips, etc.) and not enough time to reading, math, and language skills; Junior high--courageous souls who deal with 40+ students and quite often teach in areas out of their major study in college. (Sr. High)

   i. In some cases obsolete and out-dated methods are being used. A more concise course outline would be beneficial.

   j. Elementary teachers: usually very creative, very diversified, identify with students (some to the point of talking like their students); junior high: hard working, conscientious.

k. Most do an excellent job under difficult situations. However, they do not seem to instill or maintain a high or even moderate interest in the subject (in science). By the time many of these students reach me, they hate science.

l. Very supportive to music. (Jr. High)

m. Elementary--often unskilled in areas of math and science. Junior High--sometimes used by OUSD in fields outside of their expertise. (Jr. High)

n. As in any organization, some are excellent, some average and some not so good. (Jr. High)

o. Elementary need to do a better job in the basics--especially for the potential foreign language students. Junior high confronted with large classes. (Jr. High)

6. What is your perception of senior high teachers?

a. Most are very good. Some are retired in place. One or two are impossible.

b. I feel they all are doing the best job they can.

c. Subject-specialized teachers who work with the total child to improve skills and attitude in one area, but inspiring a love of learning is a main goal.

d. Confused between community (Board) demands and subject area demands--find themselves having to teach skills they don't know or want to teach. Junior High and High School teachers poorly prepared by School of Education for this kind of conflict.

e. Curriculum oriented and full of self-esteem. After this is justified, most are truly concerned about the individual student. Many resent the burden of having to teach what should have been taught earlier. Some are willing to take each student where he is.

f. Too often patterned into using familiar material year after year and not bothering to learn new methods.

g. Generally very good; however, I believe many valuable educational concepts have been disregarded in order to facilitate certain non-educational activities.

h. Most regard themselves as being responsible for the end product of the student. This education up to the high school level is fragmented; it's our responsibility to pull concepts, isolated information, etc., into a cohesive unit for the student.

i. Most try to do this job, but many become apathetic like the students and simply mark time.

j. Interested in the students' future.

k. Generally used in their areas of expertise.

l. I am a foreign language teacher who must work very hard to teach them basics. Those who do well continue in high school, and I envy high school teachers for having mostly this type of student.

7. What data do you base your feelings on?

a. Inservice training, conferences, district projects, my own children in elementary and junior high school, and personal observation.

b. Personal friendships.

c. Seventeen years of experience in the district at three different schools, observation, conversations with students, parents, fellow teachers.

d. Data implies fact. My feelings as to how I perceive teachers come from my colleagues, my children's teachers, and my own teachers.

e. Having supervised elementary student teachers, having supervised high school student teachers, having taught junior and senior high school. I've chaired and been a member of district curriculum committee, senior teacher projects, ICC, etc. I have taught in the School of Education and run inservice programs.

f. Took a science teaching course with elementary teachers. Have done curriculum work with elementary and junior high teachers. Have had meetings with junior high teachers.

g. I have two elementary age children. I have taught grades 7, 8, 9, 10, 11, and 12 over the past 13 years.

h. The success (or lack of) the students displayed in their particular skills.

i. Same observation. Discussions with other teachers, university advisor for elementary school student teachers.

j. Written data is difficult to come by. However, when nearly 50% of the student body can't pass a simple math test or when a student comes into my classroom and can't read the text or write a complete sentence, I receive the impression that something is wrong.

I must then take my instructional time to teach these students a skill they should already have.

k. Interaction among individuals and some previous joint meetings.

l. General impressions gained from discussing the matter informally with a limited number of teachers from each level.

m. I have an elementary aged child at Serrano.

8. What skills to you expect your students to possess when they come to you?

a. Read, write, spell, research (without copy work), and use good grammar.

b. Able to: Read and comprehend Living Psychology. Write an essay, take lecture notes, talk in front of the class, know and use the basics in writing a term paper, and complete simple math problems.

c. Generally a list of these skills in a sequential subject area like foreign language would be too cumbersome. There are many skills that can be listed. It is not an impossible task. Example: my second-year students in foreign language should have mastered all the concepts and vocabulary in their first year with an average score of 70% or better. My literature students should be able to read!

d. I assume very little previous knowledge but test them to determine where they are. I presume good citizenship and how to study, but I am finding they can't even do that.

e. Communication skills (speaking and writing) and reading and study skills.

f. Ability to do Algebra I. How well they do it depends on level of course they are entering: General Chem--C in Alg. I., Chem UC--A or B in Alg I. No chemistry knowledge needed.

g. In grade 10, let's try to have them enter with a knowledge of how to write one paragraph of an expository nature with few mechanical errors.

h. This would require two or three pages! However, this seems to be a standard amount of space allotted this type of question, as we tend to maintain a dialogue of generalities rather than specifics, which we desperately need!

i. Students need to have the fundamental rules of English and the skills to understand the functions of words in our language. Their writing skills are very weak, but if they are able to write basic sentences which correctly express their intent, they can progress to the next level. It is believed too much time is spent on creative, careless writing at the junior high level.

j. The ability to read and write. Some basic knowledge of physical and biological science and the ability to perform basic mathematics (addition, subtraction, multiplication, and division). It would be nice if they could find percentages.

k. Attitudes need to be self starting in 1st grade toward music. This is done by the district music specialist or a teacher capable of teaching the elements of music. Pitch recognition of high and lows essential.

l. At 7th grade science--very little specific skills required other than reading, arithmetic, and possibly measurement skills. At 7th grade math, add subtract, multiply and divide. Also some skills with place value, decimal and fraction operations.

m. Basics--most classes, I assume, know nothing and I proceed from there.

n. Must have good study habits and enough knowledge in sentence structure and its parts.

9. Any other comments?

a. Yes. Federal programs tie our hands. In the area of bilingual programs the "good" Chicano students tell me privately that the program is an area for those students who want the easy way out. ESSA program is paper work, and for what? The "quota system" (of minorities the district must hire) is worthless for the price we pay for its funding.

b. This year we had an option--we could articulate or we could go on visitations. I really appreciated this time to visit some excellent programs at other schools.

c. All levels subject-wise should discuss expectations and desires of concern and not blame but try to alleviate if any major weaknesses in background of a subject exist.

d. I would like to say I reinforce these skills, not that I have to teach them. I strongly believe much of this problem is a lack of communication and the parents' not reinforcing the importance of education. All the teachers I know are concerned, sincere, and hard working.

e. Get rid of that dreadful attempt to teach research papers in elementary and junior high. The children are too young to understand this until 11th or 12th grade.

f. Junior high teachers seem to be defensive, which doesn't permit real articulation. Rather than taking discussions as personal, they need to look at the total educational picture. We need more articulation, but it has to be honest where we can sit down and say where the needs are and how each can help the other.

g. Minutes of these meetings must be kept, put together, and made available so that new teachers to the district can have this information related to their subject areas. There were so many new teachers in our area that all our previous articulation meeting decisions were not known by them. As far as I can see, some valuable information was lost or not made available to them.

APPENDIX C-12

RECOMMENDATIONS OF DEPARTMENT CHAIRMEN

APPENDIX C-12

April 21, 1976

To: Mary Ellen Blanton

From: Bud Davis

After reviewing the department chairperson surveys, I would suggest the following:

I. RELEASE DAYS

15 for high schools
5 for junior high schools

To be used for:

A. Articulation
B. Evaluate curriculum
C. Develop curriculum
D. Visit teachers in department
E. Visits to other schools
F. Organize department
G. Plan inservice for department members
H. Budget
J. Class scheduling within department
K. Inventory

Assistant principals of curriculum should control utilization of these days by requiring a written proposed use of the time as well as a follow-up written report to the assistant principal, as to the objectives achieved during the released time.

II. YEARS OF SERVICE

There is a definite feeling to allow a department chairperson to continue as department chairperson as long as he/she is performing the job well. However, there is a trend as you move from junior high school small departments to high school large departments that the feeling is for less than adamant as to length of time a department chairperson may serve.

III. GENERAL ATTITUDES

With an examination of the final totals sheet, it appears that many department chairpersons would like to do more than they are presently doing. Perhaps a number of principals have not given department chairperson the authority they would like to hold. In fact, it seems that department chairpersons would do everything listed on the survey with the exception of statements number one and forty-eight, which are at the 50% rejection level.

IV. JUNIOR, SENIOR HIGH INDIVIDUAL GROUP TOTALS

A careful look will reveal some interesting results, mainly that the senior high school large department, over 60% of the department chairpersons would like to or do evaluate department members. Further, that most of the rejections (shouldn't do) come from junior highs, probably due to it being the larger sample return, but still a trend seems to be slightly negative. This may again account for the fact that junior high school small department chairpersons may not perceive their role as being very beneficial.

On the other end of the spectrum is the senior high school large department chairperson who has had a fair degree of responsibility and perhaps more experience, who is willing to run the department's entire program.

V. RECOMMENDATIONS

Although the survey is not by any means exhaustive, it does suggest the following in my opinion:

1. The role should be more clearly defined at the building level to afford the department chairperson a feeling of stature and assist in developing responsibility to his/her job.

2. That a general reorganization of both junior and senior high schools to facilitate a far lesser number of departments (four or five divisions). This would improve communications, provide a budget for curriculum improvement from the stipends saved with a lesser number of department chairpersons and improve the status of the position.

3. That a two or three year period be established for review of department chairpersons and opportunity for others to apply, if interested at that time. If no one applies and the existing department chairperson is doing an adequate job, that he/she be allowed to remain in the position.

4. That department chairperson be evaluated on a yearly basis as a department chairperson and, in addition, to the regular district evaluation forms.

5. That an inservice be arranged for new department chairpersons, on a yearly basis, at the beginning of each school year.

6. Along with number five above, each department chairperson should be provided a well organized handbook and inserviced on its utilization.

No doubt some of the recommendations may require a funded project, but I feel it would be well worth the effort of meeting the goal of improving the stature of the department chairman.

BD:cc
cc: 1 - Dick Jackson
    1 - Lou Joseph

APPENDIX C-13.1

MINUTES--ARTICULATION MEETING

APPENDIX C-13.1

TRI-SCHOOL ARTICULATION PLANNING MEETING
El Modena-Santiago-McPherson
December 10, 1975

11:00 a.m.

Present: Lou Joseph, Area Superintendent - Ed Seal, El Modena High School - John Ikerd, Santiago Junior High and Lou Alvarez, McPherson Junior High

1. The Tri-School articulation Meeting was set for January 29, 1976 a "dark day" for students. It will be held at Santiago Junior High School.

2. Following is the tentative schedule:

8:00 - 8:30	Registration - Social and Refreshments
8:30 - 9:00	General Meeting
9:00 - 10:00	Session #1
10:15 - 11:15	Session #2
11:20	Lunch (hosted by Parent groups)

Assignments

Discussion Section Leaders

Art - El Modena
Business Ed. - El Modena
Foreign Language - Mc Pherson
Home Economics - Mc Pherson
Language Arts - McPherson
Math - Santiago
P.E. - Santiago
P.E. - El Modena
Reading - McPherson
Science - El Modena
Music - Santiago
Ind. Arts - Santiago
Special Education - Santiago
Social Studies - El Modena

Next Meeting: January 8, 1976 @McPherson Junior High

Attendees: Principals
Faculty Club Chairman
Department Chairman
PFO Presidents

cc: Dr. Donald Ingwerson
Mr. Gale Pattison
Mrs. Mary Ellen Blanton

TO: Those Concerned

FROM: Lou Joseph

SUBJECT: Minutes - Articulation Meeting

The following is a summary of the Tri-School Articulation meeting held January 8, 1976 at McPherson Junior High School.

1. The date of the Articulation In-Service is January 29. (Dark day for students, work day for teachers.) Will be held at Santiago Junior High

Time Schedule:		
	8:30 - 9:00	General Meeting
	9:00 - 10:15	Session #1
	10:30 - 11:15	Session #2
	11:15 - 12:00	Luncheon

   It was felt that the first session should be longer because teachers will be in their major area. They may go to minor area for second session or may stay in major area.

2. Minutes will be kept by someone designated by the Chairman and will be distributed at a later date.

3. Each Junior High department should contact El Modena High department and discuss exchange of books before the in-service date.

4. Jan Curtis and Bob Moline will develop a questionnaire to poll all teachers on areas they will attend and include a place that requires two questions to be discussed. Discussion leaders can structure agendas from them. These questionnaires will be sent to Santiago and El Modena for distribution to teachers.

5. Completed forms will be sent to Lou Joseph at District Office to compile, make master list, and distribute to discussion leaders.

6. McPherson will develop an evaluation instrument for teachers to complete at end of session.

7. P.F.O. Chairman met and discussed the delicious luncheon they will present.

8. All District Department Chairman, Consultants, District Officials, will be invited to participate

Articulation Meeting
January 29, 1976

MINUTES
Activity Directors' Meeting

I. ATTENDANCE

The meeting was attended by the Activity Directors of each campus, Ron Gardin of El Modena, Carolyn Marr of Santiago, and Lois Jackson of McPherson.

II. COMMUNICATIONS

a. The best time to reach the Activity Director at each school in order to coordinate mutual programs will be: Gardin, 9 a.m. to 6 p.m. at 997-6341; C. Marr, 8 - 9 a.m. and 1 - 4 p.m. at 997-6371; and L. Jackson, 8 - 9 a.m. and 2 - 3 p.m. at 997-6261, or the unlisted P.E. phone.

b. It was the mutual feeling that it would be beneficial to exchange copies of our activity calendar. In so doing we could encourage cross attendance by certain representative groups, i.e., Canyon basketball players could attend a junior high ballgame or vice versa, drama groups, etc. This interest and awareness in each other's programs may be especially helpful in easing the transition from 9th to 10th grade.

III. MUTUAL INTEREST AREAS FOR SECOND SEMESTER

a. Drill Team, Cheerleader and Songleader Selection: The El Modena groups will be conducting tryouts for the incoming 10th grade class members prior to May 15. Both junior highs are anxious to cooperate to insure a smooth orientation. They feel the method of holding a 7th period meeting for interested girls, followed by training sessions and tryouts during a two-week period is beneficial.

b. Exchange Assembly: El Modena High is looking into the possibility of having selected performing groups from the high school, such as drama, band, groups from the variety talent show, and athletes prepare programs for the junior highs to stimulate interest in each other's programs. Both junior highs seemed receptive to the possibility.

c. Junior High Career Day: It was suggested that, in addition to the many adult representatives, some El Modena students who are involved in ROP or work experience classes be available to answer questions for the junior high students.

d. Student Council Visitation: Ron Gardin suggested that a day could be scheduled when the junior high student councils visit the high school student council. Both Carolyn Marr and Lois Jackson felt this would be well received by the junior high students as a culminating activity for their year.

APPENDIX C-13.2

DISCUSSION LEADER INFORMATION

MEMORANDUM

January 23, 1976

To: Discussion Leaders, El Modena, Santiago & McPherson

From: Louie S. Joseph, Area Superintendent

Subject: INFORMATION TO ASSIST YOU IN ORGANIZATION OF OUR INSERVICE PROGRAM ON JANUARY 29, 1976

1. Please prepare an agenda from the responses given you on the registration forms. You will have to prioritize those you feel need to be discussed.

2. Please assign a colleague to take minutes or write a summary of your meetings. We will compile and distribute them at a later date. It will also give us a record so we may follow up the concerns that are mentioned.

3. At the end of the second session, remind colleagues to fill out the evaluation instrument and make every effort to collect at that time.

4. Room locations and assignments on the Santiago campus are as follows:

SUBJECT	LEADER	ROOM NUMBER
Art	Mrs. Banning	303
Business Education	Mrs. Fike	602
English	Mr. Moline	209
Foreign Language	Mr. Rodriquez	106
Home Economics	Mrs. Hall	301
Industrial Arts	Mr. Weber	500
LDG-Special Education	Mr. Cariss	605
Mathematics	Mr. Carlson	601
Music	Mr. Knoll	801
Physical Ed., Boys	Mr. Lester	102
Physical Ed., Girls	Mr. Cabera	104
Reading	Mrs. Franklin	201
Science	Mrs. Carter	402

SUBJECT	LEADER	ROOM NUMBER
Speech and Drama	Mrs. Murphy (2nd Session)	210
Social Studies	Mr. Lindskog	103
Activities	(2nd session)	Teachers' Lunch Room
Assistant Principals	(2nd session)	Teachers' Lunch Room
Counselors	(2nd session)	205
Librarians	(2nd session)	Library
Parent Faculty Organizations		108

5. Time Schedule

8:00 - 8:30 a.m.	Refreshments-Cafeteria
8:30 - 9:00 a.m.	General Session
9:00 -10:15 a.m.	Session #1
10:30 -11:15 a.m.	Session #2
11:15 -12:00 noon	Luncheon-Cafeteria

6. Each teacher will receive notification of these assignments and will be given a list of the faculty who are assigned to you.

7. We are confident that this day will be meaningful and will enhance not only the social relationships between junior and senior high faculties, but will prove beneficial to the sequential learning process of our young people. Good luck!!!

APPENDIX C-13.3

AGENDA FOR INSERVICE MEETING

EL MODENA ATTENDANCE AREA

TRI-SCHOOL ARTICULATION
Inservice Meeting
January 29, 1976

AGENDA

8:30 - 8:40 a.m.	General Session
	Welcome and Introduction of Guest Lou Joseph Area Superintendent
	Background of Inservice
8:40 - 8:45 a.m.	Remarks - Dr. Ingwerson, Superintendent
8:45 - 8:55 a.m.	Plans for the Day - Ed Seal
9:00 - 10:15 a.m.	Session #1
10:30 - 11:15 a.m.	Session #2
11:15 - 12:00 noon	Luncheon - Cafeteria (Courtesy of El Modena High, Santiago Jr. High and McPherson Jr. High Parent-Faculty Organizations)

APPENDIX C-13.4

EVALUATION FORM

SANTIAGO JUNIOR HIGH SCHOOL
January 29, 1976

EVALUATION OF EL MODENA - SANTIAGO - MCPHERSON ARTICULATION MEETINGS

1. I thought the meeting was (circle one):

very helpful moderately helpful helpful

of little help no help

2. What did you find most helpful about the meeting?

____

____

____

3. How would you change this program if it were repeated?

____

____

____

4. What one or two items did your group conclude or recommend?

____

____

____

5. How will your teaching change as a result of this meeting?

____

____

____

6. In which follow-up activities would you care to engage as a result of this meeting (visitations, more inservice, exchange teaching, etc.):

____

____

____

APPENDIX C-13.5

MINUTES OF VARIOUS DEPARTMENT MEETINGS

EL MODENA, SANTIAGO AND MCPHERSON

ART DEPARTMENT

ARTICULATION MEETING NOTES

January 29, 1976

The district curriculum guide objectives were discussed as to the feasibility of covering them all or if they were just too idealistic.

Wide difference between junior high and high school students taking same class. Should objectives be taught according to maturity level? Junior high should be allowed to experiment in art where as high school should be channeled into specific areas. All teachers felt we should stress terminology from objectives from the art classes specifically (paper, paint, pens, using proper name).

Stress basics - color, line, value, space, texture, etc.

How much crafts in art? How much art in crafts?

Must be a unity between part-semester courses , either/or, not both.

Communicate to counselors the idea that students can't be installed in art anytime; they need preparation for art as well as any class.

Feeder schools to El Modena should give list of projects so they can prepare new ones for continuing students.

We need more communication between schools where we could share supplies and equipment. Each teacher should share in the ordering responsibilities and determine how much is needed for each class.

Inter-school visitations - once a month teacher could visit another school on a "share-a-teacher basis."

Special Problems

Need for class aids or assistants for roll and other miscellaneous items at the beginning of the period when all the questions are asked to get the students started. There is a need for locked cabinets to prevent loss of materials and equipment. Problem with the quality of materials coming from the warehouse, it is very poor, scissors, compasses, tissue paper were just a few mentioned.

Public relations, funds should not come out of art budget for things such as contests and showings.

All in all, the meeting was very beneficial to everyone.

ARTICULATION MEETING - FOREIGN LANGUAGES
January 29 - 9:00-11:30 a.m.

Teachers present represented Santiago, McPherson and El Modena High Schools. Frank Arana conducted the meeting.

The three items of the agenda were individualized teaching, the expectations of high school foreign language teachers concerning material to be covered in the junior highs, and the sharing of methods.

Ramon Rodriquez talked about the individualized instruction program that he is going to initiate next year. He said that to use it in the classroom, you need aids, teachers' assistants, cassettes, transparencies, and listening posts. Thus, before other teachers can use the same techniques in the classroom, it is necessary to have the proper help and equipment.

Carol Penn says that the programmed French course that she is using presently is too advanced for the average student. She is using it on the days that it is impossible to work with individual students due to a split-level classroom situation.

Mike Sayward commented that individualized instruction as evaluated by one textbook company is not the final answer in foreign language instruction. Like other methods, it needs to be combined with other techniques that are presently in use in the classrooms and that have proven to be effective.

Carol Penn said that the Passe Compose needs to be more thoroughly stressed in French II and III, especially the agreement of the past participle with the preceding direct object. Lynn Lorenz and Mike Sayward pointed out that they believed that to stress such agreement is too advanced for many of the foreign language students and that our textbook advisors suggested skipping over material that appears confusing or difficult to grasp by beginning language students. Spanish teachers also showed concern about the students' grasp of the two past tenses.

The possibility of pass/fail grades in foreign languages was discussed. Teachers discussed the difficulty in assigning grades in a language, especially because oral participation plays such an important role in the knowledge of a language.

Summary of Language Arts Section Articulation Meeting Held
January 29, 1976

Session One:

1. Overlapping of materials between junior and senior high is a problem in that some of the same material in literature is used on both levels. It was felt that as long as the same materials used in literature appears in books adopted by the district for use in the respective levels, this problem cannot be avoided in all cases as material is short in some areas. However, the junior highs will not use material specifically approved for senior high but not for junior high.

2. The approach to teaching grammar should be consistent between the two levels: either structural or traditional. El Modena will accept the structural terminology now used in junior high. One problem is that some students may encounter traditional terms as they progress in their education. The district's much needed attempt at K-12 language arts coodination plus new textbook adoptions may solve this problem.

3. El Modena expectancies for incoming sophomores center on the basic skills, such as those on the written level. Sophomores should be able to write complete sentences and to combine sentences into paragraphs with unity and coherence, using transitions where necessary. The maximum length expected is a five paragraph essay.

   These expectancies include library and spelling skills but not research paper skills.

4. El Modena has no honors program as such but does provide for independent study for qualified students.

5. Career English is offered at El Modena as an elective for less academic-oriented students.

6. The sophomore course has been changed to include a one-semester final exposure to the basic skills in the area of reading, listening, comprehension and language.

7. It was pointed out that emphasis on handwriting skills is disappearing.

Session Two:

1. Too many students encounter difficulty in learning on both junior and senior high levels due to reading problems.

2. El Modena requests junior high help in designing a language arts skills test to be given to 9th grade students each spring to help determine place at the high school.

COUNSELORS' MEETING - ARTICULATION

CAREER CENTER, JANUARY 29, 1976

El Modena, Santiago & McPherson

2nd Session

Minutes

I. High school counselors registering of incoming 10th graders. Registration early in March of incoming 10th graders is planned.

Registration materials, particularly course catalogs, would be more helpful if they were available early.

Calendar -- junior highs will prepare and submit to El Modena counselors what services they can give the high school counselors -- registration materials, department visitation, etc.

II. Grouping - placement procedures

Low reading level -- place students in reading.

Grouping at high school - 2 levels of English in 10th grade.

Reading, American Literature -- needs to be clarified. Suggested the administrators, counselors and English department meet and decide grouping.

III. Career education

Discussion regarding career exploration filtering to the junior highs. Consensus of the Work Experience and ROP coordinators is that this could be a program adaptable to junior high schools.

What happened to career materials that were prepared by K-12 project?

IV. Counselors at junior high and high school will meet to finalize registration planning.

V. Junior high counselors need to meet with high school counselors to discuss many of the students and their problems.

EL MODENA, MC PHERSON, SANTIAGO ARTICULATION
January 29, 1976

Girls' Physical Education: In Attendance:

Alice Huestis - Chairman
Vicki Ritter
Sue King
Irene Fasnacht
Lois Jackson (first session only)
Maricia Staszak
Sue Baden (second session only)

Following is a summary of concerns discussed at the articulation session:

1. The need to articulate with "boys' physical education" during one session instead of both sessions being separate.

2. The need to hire well-rounded people for junior high physical education jobs due to the large number of competancies a teacher must have at this level.

3. The need to communicate effectively with the administration and counselors regarding the priority of pure classes at the junior high school level (it is definitely a problem trying to implement an effective curriculum when classes are mixed: 7th-8th together; 8th-9th together).

4. The need for the junior high schools new curriculum guide to allow for flexibility due to differences in facilities, teaching staff, areas of competency, etc.

5. The need for the district deparmtnet chairperson's position to be more directly related to curriculum improvement and change. It was strongly felt that physical educators, 7-12 need to help develop a philosophy about elementary school physical education - the program, its scope and importance.

6. The need for lay people to attend professional conferences related to their fields and the need for an opportunity to share these ideas and feelings with co-workers at the secondary level.

7. The need to allow more time for physical educators, grades 7-12, to have joint meetings in order that better articulation between levels might be established.

8. The need for more co-educational physical education classes in order to increase motivation among students.

9. The need for a permanent, designated room or area for physical education classes to go during inclement weather (possibly room dividers). This subject was discussed in great length and should

be considered of major importance: all present voiced a feeling of being pushed from place to place, or, of having nowhere to go at all, other than the locker room. It was felt that in order to carry on an effective program, some arrangements should be made prior to the situation so that faculty and students know where to go.

10. The need for joint activities between junior and senior high school students (e.g. a field day with many sport activities going on at once.)

11. The need for our physical education grading system to include a pass-fail option for those who would like to participate in this kind of grading system.

12. The need to express our values as physical educators, an important one being to stess participation by as many students as possible. The consensus of the group was that even if a girl was missing socks, tennis shores, or another part of her uniform, she should be allowed and encouraged to dress and participate so as to physically benefit from that particular day at school. (loan clothes could be made available by the department.)

From the El Modena Girls' Physical Education Staff, may we say that January 29 was an enlightening day for us and we benefitted greatly through our exchange and sharing with all of you. We hope that you did too. Please call on us whenever we are needed -- we'd love to help!!

NOTES ON THE SOCIAL SCIENCE ARTICULATION MEETING
Santiago, McPherson, El Modena High - January 29, 1976

The discussion focused on two principal areas of concern: (1) apparent deficiencies in the reading and writing skills of students; and (2) class size. The following observations were made in reference to these concerns:

I. Deficiencies in reading and writing skills

   A. Many students cannot demonstrate reading and writing skills commensurate with their grade level. There are serious deficiencies in these areas.

   B. Deficiencies in these skills seriously impair a student's achievement in the social studies because of its emphasis on the use of written materials.

   C. The social studies teacher is presently ill-equipped to provide instruction that will significantly improve these skills.

      1. Most social studies teachers lack sufficient training or expertise in these areas.

   D. English teachers must place a greater emphasis on the teaching of basic communication skills. Social studies teachers must also assume a greater responsibility in teaching these skills. Perhaps an interdisciplinary approach is necessary.

   E. Many materials (textbooks, etc.) currently in use need to be re-evaluated in regard to their level of reading difficulty.

   F. There is a need to increase the number of remedial specialists - reading? social studies?

   G. Social studies teachers must develop a list of need priorities (a listing of basic skills important to our discipline) that can be used in cooperation with English teachers to develop new instructional programs in grades K-12.

   H. Recommended action: The department Chairpersons will initiate a series of meetings of interested English and social studies teachers to discuss mutual areas of concern and develop a list of need priorities.

II. The present status of the projects for grades 8 and 11, 9 and 10 was reviewed.

III. There was a brief discussion of the merits of team teaching. Some interest was expressed in establishing a team program at the junior high school level.

IV. There was a limited discussion of the problems related to the early graduation of seniors from high school. It was noted that early graduation causes the dislocation and reassignment of teachers, and that it also has an impact on class sizes.

APPENDIX C-13.6

EVALUATION SURVEY--
EL MODENA HIGH SCHOOL

APPENDIX C-13.6

EL MODENA HIGH SCHOOL

EVALUATION RESULTS - ARTICULATION MEETING

January 29, 1976

1. I thought the meeting was:

a.	Very helpful	54%
b.	Moderately helpful	24%
c.	Helpful	20%
d.	Of little help	2%
e.	No help	0%

2. What did you find most helpful about the meeting?

   a. "Rap" sessions to discuss common problems.

   b. Just to be able to talk over common problems and discuss possible solutions.

   c. Ideas for teaching General Business.

   d. Input from serious sources on common problems.

   e. Getting to know people, reflecting the concerns about excellence.

   f. Discussion between schools regarding procedures and suggested changes.

   g. Communications - Finding out what will help people in curriculum.

      1. Foreign language teachers want an alternative grading system.

      2. Several panaceas were presented (individualized instruction, programmed, more aide; student teachers) and skepticism voiced.

   h. The opportunity to see district administrators and apprise them of specific situations and problems.

   i. Opportunity to share goals and discuss problems of mutual concern.

   j. It is very helpful to get together with the other teachers. I would like to see more practical issues discussed--more of a breakdown between individual teachers, say, a breakdown of eighth grade social studies teachers, ninth grade Spanish teachers, French teachers.

   k. Just hearing the ideas of various groups of people.

   l. Interaction between History and English departments. Joint recommendations by departments of all three schools to the district.

   m. Made me more aware of objective differences in English and History departments.

n. Learning what the high school teachers expect students to have learned.

o. I am more aware of successes/problems of other teachers. I always pick up one or two new ideas to use in the classroom at these meetings.

p. Discussion on what we are doing and what we need to do to improve our program.

q. Finding out what's been going on at other schools.

r. Discussion of course content.

s. A chance to meet other science teachers, share ideas, listen to their problems.

t. Very helpful to find out what types of things are going on in different level, coordination of programs.

u. Communicating with other teachers.

v. Finding out what the needs of the high school were, sharing needs and ideas.

w. Discuss sharing equipment around schools.

x. Sharing ideas about problems we have and how they relate to the standardization of what we teach in the J. H. to prepare students for H. S. art.

y. The attitudes of teachers in high school vs. the junior high school.

z. Common problems and objectives of each school.

aa. Openness of the teachers involved.

(There were many others--the above were selected statements.)

3. How would you change this program if it were repeated?

a. Continue this type of meeting.

b. Less time--45 minutes per session is plenty.

c. Allow more time for each session. By going to two different sessions the time spent in each was very short.

d. Provide more time for people with related needs problems to meet, i.e., divide foreign language by language after general time.

e. Allow more time for some areas. Perhaps a free day of meetings at a time when we don't have grades to get in.

f. No change - 6.

g. Thought it was a good idea to have English Dept. represented in Social Studies meeting. What we really need is an articulation meeting between Jr. High and Elementary personnel!

h. History meeting should be divided according to grade levels.

i. More direction (leadership is needed to keep the ideas flowing, avoid chit-chat and waste of time, and to arrive at concrete conclusions/recommendations (I would like to volunteer to lead this group next time).

j. Have all topics to be discussed ahead of time.

k. More preparation of individuals to form their ideas of what to discuss or how to articulate.

l. Meet at another school next time to see what materials and procedures are being used.

m. I felt like the second level was kind of bad because I changed groups and it was like coming in on the middle of a discussion.

n. Have identified points of agenda and topical concern prior to the meeting.

o. Setting specific goals--try to solve or implement one or two problems or areas.

p. Wasn't enough time this session.

q. More time in our own area.

r. Have more teachers involved.

s. I'm not sure I would. The free discussion and throwing back and forth of new ideas were very helpful.

t. I think it's working well as is.

u. Longer sessions - 6.

v. Involve more persons from more schools.

w. Go directly to session meetings for more time

x. Make sure there is follow up. Discussion is great but we need action.

y. Limit to Jr. High or Sr. High.

4. What one or two items did your group conclude or recommend?

a. More articulation. Closer cooperation between Jr. High and Sr. High.

b. Spent quite a bit of time talking about problems but teachers themselves can't provide answers--need parent involvement.

c. To greater articulation between Sr. and Jr. H. S.

d. More detailed information included in reregistration for ninth graders. Career education needs for ninth and tenth graders with adequate staffing pattern.

e. Math - Give all ninth graders algebra progress test for placement in high school. Review what we want to accomplish with algebra. Counselor - improve ninth grade registration.
    1. Sr. teacher project on individual action is needed.
    2. Alternative to ABCDF grading needed.

f. In reading the passing of complete records on students from junior to senior high. I was in the counseling group for orientation and appreciated the opportunity.

g. To resubmit the foreign language senior teacher project on individualized instruction.

h. Examine the reading and English programs from K through 6-12

i. (1) Social studies class size - max. 25 students.
   (2) Teachers holding non-teaching duties (lunch break) are needed more in classroom.
   (3) More articulation meetings with English Dept.

j. Closer working with English Dept., especially in relation to reading.

k. To propose an individualized program for foreign language instruction. Grading procedures need to be evaluated. More personnel help (aides, parents, volunteers, etc.) is needed in the classroom.

l. Pilot program in individualized instruction.

m. Individualized instruction should be investigated more thoroughly.

n. Need to exchange course and curriculum information.

o. Outline what is taught in junior high science.

p. Afticulation between programs. Input to let junior high know what high schools expect of kids and what we have to prepare them for.

q. That Jr. H.S. teachers inform H.S. teachers what is included in the Jr. H.S. curriculum. Writing up an outline of what is taught at Jr. H.S.

r. To try to exchange outlines of course presentations.

s. Input from junior high--detailed information as to what is exactly being taught and to what depth.

t. Share supplies and budget.

u. That all three schools should work more closely together in terms of program and sharing materials and equipment.

v. (1) To have more of these meetings.
   (2) To get a program going to orient jr. high students to sr. high curriculum.

w. Need to establish a sharing system.

x. All teachers will press to standardize types of safety classes.

y. More emphasis on coordinated programs at Jr. and Sr. High.

5. How will your teaching change as a result of this meeting?

a. Not too much.

b. More concern for excellence.

c. More communication with junior high counselors.

d. Be more aware of student needs.

e. I would like to implement learning centers "adopted individualized instruction" in my classes.

f. Several new ideas were proposed which I will try in class.

g. I doubt that it will. Am more aware of certain situations but there are no plausible solutions at this point.

h. To keep in mind the expectations of the high school teachers.

i. More aware of holding students accountable for English usage.

j. Even more emphasis in experimentation of individualization. More effective use of student aides in the classroom.

l. None - 7.

m. Now know what to emphasize in personal classes.

n. If I knew specifically what was taught in Jr. High, I would not have to repeat it in High School. Specifically no immediate change.

o. Picked up many ideas on methods.

p. Possibly will contact H. S. teachers more frequently.

q. Perhaps changing the periods of time devoted to certain units.

r. Refreshing--gives me inspiration to reorganize certain things and plan second semester with new ideas.

s. Teach more Basic Art - Art Elements Composition.

t. Yes it helped. I will need more supplies to most objectives in our guide.

u. I will concentrate more on my objectives as they relate to the guide.

v. Try new motivational techniques. Perhaps re-evaluate my grading philosophy.

w. More ideas, possibly more material exchange.

x. Plan and expect better supplies to help meet objectives.

y. Can better coordinate curriculum.

z. Increase my positive thinking.

a.a. New ideas will be incorporated.

b.b. I have obtained many ideas and information as to where to get ideas.

c.c. More emphasis on weight related problems in Foods.

d.d. Will follow curriculum routine more closely--use of mini lessons from district level.

e.e. Incorporating more ideas and understanding of expectations to be fulfilled in class.

f.f. Put more emphasis upon applications to life.

g.g. Work more with P.E. and homemaking teachers on above programs.

6. In which follow-up activities would you care to engage as a result of this meeting (visitations, more in-service, exchange teaching, etc.).

   a. More exchange meetings on particular topics - 5.

   b. More in-service - 16.

   c. I will possibly meet with a few Jr. High teachers to discuss further on mutual concerns.

   d. We need to carry through on suggestions made and keep in contact with the District office to carry through.

   e. Smaller teacher exchanges, exchange teaching?

   f. Like to visit Social Studies team teaching situation and in-service in Social Studies teaching techniques.

   g. Meet with English department, exchange teaching techniques.

   h. More in-service; exchange of teaching methods; improved communication of J.H./S.H. articulation.

   i. Visitations, in-service each year at first semester and second semester end.

   j. Science teachers from jr. high and sr. high meet two to three times during the year.

   k. Visitations - 13.

   l. Could use the in-service. Had one in wrestling, was very valuable. These could be excellent if set up for needs of individuals.

   m. Visitations, teacher-to-teacher meetings, exchange of lab ideas.

   n. Visitations to other schools, perhaps exchange of lab ideas.

   o. Visitations to other schools , perhaps exchange program--teaching for a day at another school - 3.

   p. Visitation, exchange material and ideas.

   q. Safety problems.

   r. Visitations with other districts. More in-service for jr. high level alone.

   s. More in-service which results in constructive ends. Visiting other classes and exchanging teaching ideas.

APPENDIX C-13.7

EVALUATION SURVEY--
SANTIAGO JUNIOR HIGH SCHOOL

APPENDIX C-13.7

SANTIAGO JUNIOR HIGH SCHOOL

EVALUATION RESULTS - ARTICULATION MEETING

January 29, 1976

1. I thought the meeting was:

a.	Very helpful	46%
b.	Moderately helpful	33%
c.	Helpful	13%
d.	Of little help	3%
e.	No help	--
f.	No comment	5%

2. What did you find most helpful about the meeting?

   a. Realization that a total school effort is needed to focus on reading in the content area for the remedial student.

   b. Exchange of ideas between high school and jr. high levels.

   c. Being able to talk with others with relaxed atmosphere.

   d. Finding out to a small degree what happens at the jr. high level.

   e. It enabled me to meet for the first time the jr. high teachers.

   f. Bring some of the problems to the surface.

   g. Meeting the staffs of other schools, learning their philosophy of ideas.

   h. How the philosophy of teachers differ so greatly.

   i. Exchange of ideas on programs and techniques.

   j. Opportunity to work on mutual problems and evaluate the program from a sharing concept.

   k. The sharing of common problems by concerned teachers helps students.

   l. Trading ideas on needs and standards.

   m. Expectations of high school teachers regarding jr. high curriculum.

   n. Finding out what high school teaches.

   o. Discussion of various problems which we were not aware of at each level. Honest and open.

   p. Found out what the high school wants us to teach and what we can forget about (somewhat).

q. Finding out what the problems are at other levels of teaching.

r. Increased understanding of curricula.

s. Learning of others' particular problems and desires.

t. Communication between levels concerning overlapping of materials and subject matter.

u. Communicating ideas and showing opinions.

v. Opportunity to discuss mutual problem areas and begin to set dates for coordinating programs.

w. Hearing the problems the others were having does make me appreciate my team of teachers.

x. Learning how to help the high school place students. Just talking to other teachers and learning about their problems.

y. Learning about problems encountered at senior high level, discussing ways to improve program planning for students.

z. Awareness of level program difficulties.

a.a. Seeing the problems at the other level - making decisions about future enrollments and breakdowns of students.

b.b. Insight as to other math programs.

c.c. The flow of information from jr. high teachers to the high school teacher.

d.d. Got a better idea of what's going on in the high school and what they expect from students we send them.

e.e. Some of the problems that the jr. high people face. A better appreciation for my situation.

f.f. The openness, the sharing of common problems, a better understanding of same.

3. How would you change this program if it were repeated?

a. Include one teacher from primary and upper elementary in the meetings.

b. Allow more time for individual discussion - (2).

c. If repeated, new fresh subjects will probably need to be implemented.

d. Interchange some groups for a short period of time - exchange.

e. Have teachers bring some written material they use to show.

f. No change - (4).

g. I wouldn't. What I saw was well organized and the articulation was good. I do see a need for another meeting - correlating departments like English and History, English and Science, Science and Math, etc.

h. I thought it was great as planned, only we need more!

i. Bring out more exact ideas. What is actually done in classes now and what should be improved.

j. Have elementary teachers present.

k. There are so many problems, perhaps more meetings discussing only one problem in each would be helpful.

l. Invite teachers from the college level. There are a lot of bad vibes from having the high school teachers tell us we're not doing our jobs. We're tired of getting the buck passed to us.

m. Try to balance program so that most of the information given is not from one source to another. Ex: High School to Jr. High. More give and take needed.

n. Some interdepartmental meetings.

o. Perhaps a more specific agenda could be followed for part of the time.

p. Administrative representation present.

q. Discuss specific courses and material in it.

r. More centralized by subject area. Articulation on Algebra, Geometry, etc.

s. Need to apply rather than discuss. Meetings are always lots of structured talk, but action rarely comes across.

t. Have representatives from all educational levels at each articulation session (Elem, J.H.S. and H.S.).

4. What one or two items did your group conclude or recommend?

a. Three-part:
   (1) Motivation to read needed.
   (2) Help with reading in content area needed.
   (3) Communication with elementary teachers needed.

b. Grading philosophy, levels of skills attainment.

c. More communication between Sr. and Jr. High.

d. To create a better transition for students coming to high school. Enable the H. S. teacher to know something about the new student.

e. Class size very important to good teaching.

f. A supplementary math course in high school for the student who cannot succeed in Algebra IA.

g. Two-part:
   (1) Set up a communication format.
   (2) Set up a list of priorities for improving the program.

h. Five-part:
   (1) List expectations of key grade levels in English skills, 6-9-12.
   (2) Meet history needs through English programs.

    - (3) Put below grade level readers into remedial reading at grade 7.
    - (4) Have an in-service of use of films in class.
    - (5) Have a senior teacher project describing film and study sheet as well as grade level to avoid duplication.

i. Groups wanted smaller class loads, stress grammar, and have more reading teachers.

j. Too much overlap of reading materials, more emphasis on composition and grammar.

k. Elementary concentrate on reading - leave grammar to J.H.S. Let us get off one hour early to have more articulation meetings, maybe once a month?

l. Necessity for stronger reading program at grammar school level, attempting to teach one form of grammar.

m. More articulation meetings needed. Once a week good - (2).

n. Two-part:
    - (1) Get together to devise test for senior high grouping.
    - (2) Meet more regularly.

o. Some department testing of 9th graders for H.S. placement. Teach language from new approach as stated in 9th P.O. outline.

p. Set up priorities and level at which competency should be expected as part of total 1-12 coordination.

q. More reading help in grades 4, 5, and 6. More money for reading materials. Reading teachers need aides. Teachers need help in teaching students to read in the content area.

r. Exchange activity calendars. Work on exchange student program. Work on Jr. High Student Council visitation to Sr. High.

s. Progress test scores may prove to be a useful placement device.

t. All 9th grade students will be given the Algebra prognostic test.

u. Algebra prognostic test be given on established date to all students.

v. Prognostic Test Score.

w. Administering Algebra prognostic test to all 8th and 9th grade students to help in high school placement.

x. Testing and placement score for the high school students.

y. To give the Algebra placement test.

z. Prognostic test for Jr. High math students.

a.a. Follow up and recommendation of math student to H. S.

b.b. In-service - All Jr. Highs meet, all senior highs meet, inter-district meetings. Change some curriculum.

c.c. Two-part:
    - (1) That reading be a concern of all disciplines and that a thorough reading program be developed in 7th grade for all

students needing it.

(2) That A.V. catalog be annotated to coordinate use and explain content.

5. How will your teaching change as a result of this meeting?

   a. More aware of transitional problems students have undergone.
   b. Good feeling of togetherness.
   c. Ideas could be helpful.
   d. Use ideas of other teachers to improve my teaching methods.
   e. New and different ideas.
   f. Try to stress grammar and writing.
   g. Not much.
   h. Change will be made next year when sophomore English changes.
   i. Basically it has determined what things I will teach and what things I will not teach.
   j. I will try to be more selective in material if possible.
   k. More enlightened.
   l. Greater concentration on developing basic Language Arts skills expected of sophomores.
   m. Improved system for exchange of information will keep all three schools informed of activities of the others.
   n. Add some content to our classes.
   o. I will know better how to recommend classes for 9th graders.
   p. For the better I hope.
   q. I don't think it will - (3).
   r. Use of more outside resources such as community people; bring mothers into diet program to excite girls to diet.
   s. Consider the needs of the student first!

6. In which follow-up activities would you care to engage as a result of this meeting (visitations, more in-service, exchange teaching, etc.).

   a. Exchange teaching - (5).
   b. Visitations - (9).
   c. More in-service meetings with Jr. High's. Maybe included, some elementary dept. heads.
   d. I would like more meetings, and I would like to have visitations to see what teachers are doing in the classroom.
   e. All of these means.

f. Exchange teaching, meeting with history departments. District should allow more release-time for in-service.

g. More meetings with feeder schools, as often as possible - (2).

h. Once a month school should let out an hour early and we should all meet.

i. More of all "of these."

j. Set up priorities to be taught at each level. Regular meetings with feeder schools.

k. More in-service - (7).

l. Try to change the Jr. High levels program.

APPENDIX C-13.8

EVALUATION SURVEY--
McPHERSON JUNIOR HIGH SCHOOL

APPENDIX C-13.8

EVALUATION RESULTS - ARTICULATION MEETING

McPherson Junior High School

January 29, 1976

1. I thought the meeting was:

   a. Very helpful - 52%
   b. Moderately helpful - 19%
   c. Helpful - 29%

1. What did you find most helpful about the meeting?

   a. Hearing views of other teachers (strengths, weaknesses).
   b. Views on what junior high teachers should teach for high school.
   c. Hearing common problems of all levels.
   d. Discussing ideas.
   e. Meeting with music staffs.
   f. Talking with other teachers in all subjects.
   g. Discussing problems.
   h. Recruiting follow-up.
   i. What students should know in 10th grade.
   j. Discussing spec. program field.
   k. Views on Spec. Ed. classes.
   l. Talking to district administrators.
   m. Discussing curriculum and class sizes.
   n. Bringing up live classroom problems.
   o. Bad class sizing in district realistically evaluated ratio desired.
   p. Discussing values with others in district.
   q. Small groups were helpful.
   r. Safety eye protection--work stations.
   s. Setting up priorities--language arts coordination.
   t. Saying "parts of speech" understandably; new textbooks K-12.

3. How would you change this program if it were repeated?

   a. Need more time, more meetings.
   b. A follow-up meeting(s).
   c. Continue rapping--interesting.
   d. To look at more problems.
   e. Have one session of P.E. boys and girls together.
   f. Smaller groups--carry out ideas!
   g. Include elementary.
   h. Have power present.
   i. Usage of ideas turned in before.
   j. Interdisciplinary meetings.
   k. More interchange between departments.
   l. A sheet of topics ahead of time.
   m. District consultants invited earlier.
   n. Talk with foreign language teacher (French).
   o. More exchanging of ideas.

4. What one or two items did your group conclude or recommend?

a. Encourage reading--limit class size 1-25. Tracking should be done on ability level only.
b. Continuity in grammar material.
c. More contrast between programs at junior high and senior high.
d. Foreign language--pass/fail--pilot program for individual instruction.
e. Junior high marching band march in spring or fall only--keep sheet music at own school.
f. Budget guideline on district level.
g. Meeting between Spec. Ed. students and next year teachers.
h. Possible vocational classes--auto shop and motorcycle.
i. More work with counselors--curriculum development.
j. Emphasis on reading in lower grades--4, 5, 6.
k. Having only certified teaching personnel in the classroom be computed in teacher/student ratio.
l. Class size problems.
m. Continuity in curriculum.
n. Teach library skills, do not give papers to demonstrate the students have learned skills. Minimize library skills.
o. Low reading ability.
p. Meeting more often.
q. Pass/fail grading system in P.E.--have high school students visit junior high (interest).
r. More involvement in CO-ED program.
s. (1) elementary P.E. is necessary.
(2) Co-ed P.E. is necessary, and
(3) G.A.C. during the period would be of value.
t. Standard on safety eye protection. Definition of work stations and support stations. Safety/class size.
u. Know grammar as much as possible.

5. How will your teaching change as a result of this meeting?

a. Awareness, better communication.
b. None, no new ideas.
c. Research from the library tends to make students use "word for word" vocabulary.
d. Will be more oriented towards high school grades.
e. More coordination and articulation.
f. Different safety presentation than before.
g. Use more motivational means.
h. Really understand kids' needs.
i. Understanding and appreciation of task of junior high level.
j. Attitude change.
k. More emphasis on student responsibility in inquiry-research.
l. Let up on kids--less demand for "perfection."
m. Emphasis of necessary skills.
n. Aware of other teachers' methods.
o. Understand morale problems.
p. Closer relationship with high school teachers.
q. More conscientious of grading and correcting.
r. Emphasis on writing skills.

6. In which follow-up activities would you care to engage as a result of this meeting (visitations, more in-service, exchange teaching, etc.)?

   a. Additional in-service - 4.
   b. Visitations - 4.
   c. Exchange teaching.
   d. More meetings with senior high school.
   e. English/Social Studies combined.
   f. More articulation meetings of this kind.
   g. Take suggestions and make programs.
   h. Visiting high schools to see facilities and classes.
   i. Have gained more input at this meeting than from meetings in the district meetings--more of voicing concerns.
   j. Watch other teachers teach at school--more meetings like this one.
   k. Visiting other people's shop rooms--exchange ideas.
   l. In-service is good--articulates philosophies.
   m. Where are district priorities?
   n. Meetings may be once a week.
   o. In-service that gets more specific about student needs would be valuable with emphasis on specific areas which can be dealt with instead of theoretical situations.
   p. More closely related meetings with music coordinator.
   q. Exchange ideas with teachers on ideas dealing with exceptional students.

APPENDIX C-13.9

EVALUATION SURVEY--
VILLA PARK HIGH SCHOOL

APPENDIX C-13.9

VILLA PARK HIGH SCHOOL

Villa Park, California 92667

TO: Principals, Assistant Principals, Counselors
Cerro Villa Junior High School
Peralta Junior High School

Department Chairmen, Counselors, Principals
Villa Park High School

FROM: Jim Dokos, Assistant Principal-Pupil Personnel Services

RE: Articulation Meetings

Would you please comment on the following questions regarding our recently completed articulation meetings and return to me at your earliest convenience. I will send you a copy of the results.

1. If the purpose of the meetings was to attempt to resolve mutual problems related to the students' transition from junior high to high school in the areas of curriculum, do you believe the meetings were successful?

   Yes 5 No ____ Some were, some were not 7

2. What could you recommend to improve future meetings, in terms of time, days of week, meeting places, staff included, agenda items, preparation, refreshments, covering classes, etc.?

   a. Department chairmen from each school be present.

   b. Better agenda preparation.

   c. Better way to cover classes.

   d. Principals and Assistant Principals from junior high schools should attend. Problems cannot be resolved without their knowledge.

   e. Junior high school department chairmen better prepared for purpose of meeting.

   f. All counselors from all schools present.

   g. Agenda sent to all participants one week in advance.

   h. Luncheon meetings.

   i. No refreshments.

   j. All meetings held at the high school.

3. Which meeting was most productive? ____________________

Which was least productive? ____________________

Most Productive	Least Productive
Physical Education (1)	Art (4)
Foreign Language, Industrial Arts (1)	Science (1)
Music (1)	Industrial Arts (1)

4. Should anyone else have been included in the meetings?

Yes 3 No 9

Anyone else included

a. District Department chairman
b. All counselors, all principals
c. A representative student

5. Do you believe that we should meet next year earlier in the school year?

Yes 11 No 1

6. Do you believe all departments should meet again next year?

Yes 10 No 1 ? 1

7. Did you attend the presentations of the five departments of Villa Park High School to your ninth graders?

Yes 10 No 4

If yes, please indicate your reaction to the program:

Regarding the presentations by five high school departments to the three junior high schools' ninth graders

a. On the whole good, but X's attention span was small--rude.
b. Well done. Don't say "drop in and see us anytime."
c. Poor. Our fault for poor speaker (system). X did a poor jub with a lack of enthusiasm.
d. Excellent and hope that it will continue and more departments would participate, i.e., World History, Anthropology, Girls P.E., Athletics.
e. Just sent two students. The reports they gave were positive with the exception of X.

7a. Do you feel students benefited from the presentations?

Yes 9 No 1

7b. Did students speak favorably toward the information received?

Yes 10 No 2

In closing, I appreciate your help in not only the meetings during the year, but in responding to this questionnaire. I hope that we can continue this valuable exercise in first-hand communication next year.

Thanks.

APPENDIX C-13.10

ELEMENTARY TEACHER MEMORANDUM ON ARTICULATION

APPENDIX C-13.10

October 6, 1975

Dear Teachers,

On Wednesday, November 2, the staffs of Heim, Taft and Peralta Junior High Schools will meet together for the first ever tri-school articulation workshop. We principals are looking forward to this afternoon with the greatest enthusiasm.

All three schools will be on a minimun day basis with coordination dismissal times. The workshop will be held in the Peralta Cafetorium.

The goals of this workshop are to increase communication among K-9 teachers, develop some knowledge of the content areas and expectancies of different levels, and to become aware of the social characteristics of students at different ages.

The general format of the afternoon will be as follows:

1:30 - 1:45	Introductions and Welcome Mr. Williams, Mr. Beyer, and Mr. Salgado
1:45 - 2:20	Subject Area Round Table Sessions
2:20 - 2:55	Repeat of Subject Area Sessions
2:55 - 3:30	Elective Areas and Social Characteristics of Elementary and Junior High Students (Round Table Sessions)

In order to help us plan, will you please indicate your choices of sessions and give to your building principal.

First and Second Sessions (Please indicate four choices: 1, 2, 3, 4)

____ Mathematics

____ Social Studies

____ Language Arts

____ Reading (Remedial or Enriched)

____ Physical Education

____ Science

____ Core (English and Social Studies, Seventh Grade)

Third Session (Please indicate four choices: 1, 2, 3, 4)

____ Foreign Language (Spanish, French)

____ Home Economics

____ Industrial Arts

____ Speech, Drama, Journalism

____ Art

____ Business Education

____ Music (Instrumental and Vocal)

____ Social Characteristics of the Elementary and Junior High Student

Thank you,

Eddie Salgado
Ray Williams
Gene Beyer

APPENDIX C-14

SUMMARY OF ADMINISTRATIVE STAFF MEETING

APPENDIX C-14

ORANGE UNIFIED SCHOOL DISTRICT
370 North Glassell
Orange, California
February 24, 1976

TO: SUPERINTENDENT'S CABINET

FROM: DON INGWERSON, SUPERINTENDENT

SUBJECT: SUMMARY OF ADMINISTRATIVE STAFF MEETING - FEBRUARY 23, 1976

HIGH SCHOOL CREDIT FOR PRIVATE INSTRUCTION

Mary Ellen Blanton distributed two proposed regulations covering credit for private school instruction in music and foreign language. Cabinet members were asked to review these documents and bring their reactions to the meeting of March 1, 1976.

PLANNING ITEMS

Don Ingwerson asked the question as to what the next step should be regarding the items we have set as major thrusts for the 1976-77 school year. Lou Joseph spoke to the topic of articulation and indicated the serious need for district emphasis. He felt that certain items included in his definition should be isolated and that a plan should be developed for a phase-in process similar to the changes that are happening in the El Modena High School attendance area. He is piloting and developing a model and process in that attendance area. Don Ingwerson indicated that we should answer the questions: Where are we? Where are we going in the 1976-77 school year? How are we going to get there? The subject of articulation was discussed using those questions as a model.

ARTICULATION

1. Where are we?
   - A. An awareness exists on the part of all concerned
   - B. 7-12 DDC level
   - C. K-12 administrators meetings
   - D. K-12 coordinators
   - E. Pilot project being developed and presently in operation in El Modena attendance area
2. Where are we going in 1976-77?
   - A. Instruction - staff development component
   - B. Reading-resource teachers
   - C. Early childhood education
   - D. K-12 teacher meetings
   - E. Cross-age tutoring
   - F. Smoother transition of students into junior and senior high school
   - G. Development of K-12 skill continuums
   - H. Teachers meetings - intragrade levels and intergrade levels

Lou Joseph asked the question as to who is responsible for articulation and Don Ingwerson indicated that the implementation responsibility rests with the area superintendents, principals and teachers.

3. How are we going to get there?
   - A. Staff development
   - B. Model and process developed by Lou Joseph this year
   - C. Inservice of all certificated personnel
   - D. Phase in over three-year period

APPENDIX C-15

GUIDELINES FOR SCHOOL PLANS

APPENDIX C-15

GUIDELINES FOR SCHOOL PLANS

Our district has implemented a concept which requires each school principal to develop a school plan based on district goals and objectives. The school plan is to be an integral part of the operation of the school to enable the principal, the school staff, and the community to establish those goals and objectives which will enhance the educational program and process at each school. The school plan will be an accumulation of objectives which the principal and the school staff, along with selected parents, agree need to have special emphasis during the coming year to strengthen the school programs for the students. It must be emphasized that the school plan will be a supplemental instrument which may be utilized in the evaluation process of the school principal. However, it will be used only to show how well the principal uses the twenty-one performance areas which are to be evaluated that year, such as organization and communication. The school principal should not be evaluated on the achievements or lack of achievements in the school plan and the objectives in the plan, but only on those management skills of which he has control in following through on the school plan. The school plan is not the only source of data or information which is used in the evaluation of the school principal.

The school plan places emphasis on three or more of the basic goals of the district as follows:

1. Assist students in the development of basic academic and intellectual skills.
2. Assist the students in the development of responsible citizenship.
3. Assist the students in the development of economic self-sufficiency.
4. Assist the students in the development of competency in social relationships.
5. Assist the students in the development of a feeling of self-worth and a healthy self-image.
6. Assist the students in the development of moral values, ethical standards of conduct, and basic integrity.

Procedures

1. Each school principal is responsible for the establishment of a school plan committee which will include members of the school staff, parents, and students. Suggested composition of the school plan committee:

   Principal--Chairperson
   Classified--1
   Parents at large--2
   Community Advisory Council Members--1
   Student
   Teachers--2

   Note: The composition of the school plan committee will vary from school to school due to the school size and level. However, each school should involve members from each group listed. Others may be included at the discretion of the principal.

2. It is the responsibility of the school plan committee to collect and evaluate data or information which can be used to establish priority objectives for the coming year and to evaluate the outcomes of the school plan objectives.
3. The school plan should reflect the thinking of the school staff along with the school plan committee and the administration.
4. The school plan should include those areas which the area superintendent and school principal mutually agree will be of benefit to the school, the district, and the community.
5. The school plan will be submitted for approval by Oct. 15 of each school year to the area superintendent.
6. The school principal will be responsible for the selection of an audit committee which will evaluate the school plan no later than May 1 of the school year. This committee should meet a minimum of three times during the year in order to:
    a. Receive a copy of the school plan (October)
    b. Meet and discuss the progress of the school plan and the instrument to be used in evaluating it (February)
    c. Visit the school--spend part or all of a day at the school to evaluate those parts of the school plan which are in operation or are ready to be implemented (May)

7. The school plan audit committee should consist of parents, students, faculty, classified staff, and administrators. The school plan committee could also serve as the school plan audit committee. Any other types of audit committees such as an external evaluation committee should be discussed with the area superintendent to obtain approval.
8. The principal will be responsible to prepare a written report to the school board as to the outcomes of the school plan no later than May 15 of the school year. This report will be submitted to the area superintendent.
9. The area superintendent will be responsible for monitoring the school plan no later than February 1 of each year.

APPENDIX C-15.1

GUIDELINES FOR SCHOOL PLAN AUDIT COMMITTEE

APPENDIX C-15.1

GUIDELINES FOR SCHOOL PLAN AUDIT COMMITTEE

GOAL:

To provide a broader base of evaluation for the School Plan by increasing the scope of educational and community participation in auditing the School Plan.

Makeup of Committee

One Parent

One Community Advisory Council Member

One Student

Two Faculty Members

One Principal

One Staff Member from Another School

One District Office Personnel

One Classified Employee

No more than nine on committee - anymore maybe unworkable

Alternative External Evaluation

A principal may wish to have an external evaluation committee; it would be agreeable to ask two principals within our school district or outside our school district plus a district representative to form your Audit Committee. This would be an external evaluation.

Number of Meetings

Audit Committee would meet a minimum of three times during the year:

October - to receive copy and explanation of School Plan from principal.
January - meeting to discuss progress and instrument to be used to evaluate School Plan.
May - visitation to the school - spend day at the school - sort of a Mini-WASC Team. Extent and procedure for this day to be developed by principal.

Assistant Superintendent's Role

1. Monitoring of School Plan by assistant superintendent will be an ongoing objective. General agreement of the School Plan will be a mutual concern of principals and assistant superintendent. Since this is an attempt at a new procedure to aid the School Plan evaluation, we are sure we will experience many recommendations for change.

2. By October 15, 1975, the School Plan will be approved by the appropriate assistant superintendent.

Assistant Superintendent's Role (continued)

3. By May 15, 1976, the assistant superintendent will meet with the building principal in evaluating the School Plan (by May 1 for Orange High).

4. By May 15, 1976, the principal will prepare a written report to the school board and to his community as to the outcome and audit of his School Plan.

5. Area assistant superintendents will report to the Board on the School Plan and Audit:

    Orange Attendance Area - May 6, 1976

    El Modena Attendance Area - May 20, 1976

    Villa Park Attendance Area - June 3, 1976

    Canyon Attendance Area - June 17, 1976

LJ:ce

10/16/75

APPENDIX C-15.2

SCHOOL REPORT CARD

APPENDIX C-15.2

SCHOOL REPORT CARDS

The 1975-76 school year saw our District send out report cards on the results of their school plans. This gave the community a progress report on how well we did in implementation of our school plans. It was well received by the community.

Inclusion in the articulation model and process for the 1976-77 school year in each school's plan will ensure the implementation of the model and process. Throughout the school year, inclusion of the articulation process may become a requirement. I can utilize this method to implement the model in our entire district.

APPENDIX C - 15.2

APPENDIX C-15.3

LOS ANGELES TIMES ARTICLE ON SCHOOL REPORT CARD

APPENDIX C-15.3

LOS ANGELES TIMES ARTICLE
ON SCHOOL REPORT CARD

The following article written by Jack Boettner, a Times staff writer, appeared in the Los Angeles Times under the headline "Report Card on Schools Issued."

> ORANGE--The 40 schools in the Orange Unified School District have issued year-end report cards on their own accomplishments, as well as those of their 30,000 students.
>
> It marks the first time that the schools have given parents a report on their progress in the areas of basic skills, school environment, school-community relations, staff development and use of resources.
>
> Lou Joseph, supervising superintendent for the El Modena-Villa Park area, says the schools deserve high marks.
>
> 'All of the schools put on a concerted effort to reach the goals established by a committee last September,' Joseph said in an interview today.
>
> 'Test scores were up significantly in the basics--reading, writing and arithmetic. I'm from the old school on the basics. I don't feel we have gotten very far away from them.'
>
> Joseph said a committee composed of teachers, parents, administrators and students on the high school level adopted the goals to be accomplished during the school year. A similar committee, with the exception of students, drafted the goals on the elementary level.
>
> Joseph said the school report cards 'are especially beneficial to the parents. Now they know more about what's happening in their schools. It puts in writing, concisely and attractively, what the schools have done.'
>
> Joseph said the progress each school made toward the goals was evaluated by the committees and that this evaluation was carried on the four-page report card.
>
> As an example, Sycamore Elementary School drafted a 68-page plan to meet the five primary goals. In basic skills, the objective was to improve those skills by providing tutors to as many students as could profit from the experience. This means older students helping the younger.

The report card says: 'A total of 55 students in grades 4, 5 and 6 worked individually with the primary students as cross-age tutors.

'The staff has indicated that this program is a valuable learning experience for everyone involved.'

Joseph says he knows of only one other district in the county with school report cards--Ocean View.

'But I think that there will be more,' he said. 'There is a trend toward community-wide decision-making in the schools. This is one way to help do that.'

APPENDIX D

CHAPTER 4, OBJECTIVE 2

APPENDIX D

APPENDIX D-1 Page 345

Elementary Course of Study

APPENDIX D-2 Page 354

Science Film Articulation

APPENDIX D-3 Page 359

Language Arts Reading List

APPENDIX D-4 Page 384

Language Arts Film Articulation Guide, Grades 7-12

APPENDIX D-5 Page 391

Articulated Skills--Language Arts, Math, and Social Science

APPENDIX D-1

ELEMENTARY COURSE OF STUDY

APPENDIX D-1

January 6, 1976

To: Elementary School Principals
From: Lou Joseph
Subject: Elementary Course of Study

Attached you will find a tentative course of study for elementary schools in Orange Unified School District.

Will you please review this with your staff and send any reactions to me?

This study will also be sent to the Junior High Schools to improve articulation in our curriculum. They will know what is being taught at the elementary level.

When this document has been revised by you, it will be submitted to the Board of Education for approval next July.

READING
MATH

Elementary
course
# of study
1976-1977

ELEMENTARY COURSE OF STUDY

Kindergarten - Sixth Grade

BOARD OF EDUCATION
- F. Bert Skiles, President
- L. Gilbert Darwin, Clerk
- Joe Cherry
- Robert J. Elliott
- Ruth C. Evans
- O. B. Johnson
- Eleanore Pleines

SUPERINTENDENT OF SCHOOLS
Donald W. Ingwerson, Ed. D.

DIVISION OF INSTRUCTION
Gale Pattison, Deputy Supt.

PROGRAM PLANNING AND DEVELOPMENT
Mary Ellen Blanton, Director

ORANGE UNIFIED SCHOOL DISTRICT
370 N. Glassell
Orange, California 92666

1976

INTRODUCTION

The following curriculum objectives are organized by levels in approximate degree of difficulty. Each level generally corresponds to the average child's ability. It is expected that each level will review objectives from all preceding levels. However, the placement of objectives by levels invites teachers to look at each child as an individual. Students may be working on a variety of levels for different subject areas. As the skill of teaching increases, the number of levels within a classroom may increase. This will indicate skill in diagnosing and reaching each child at his correct level of difficulty. As teaching continues through the year, adjustments should be made easily from level to level as the teacher monitors and changes levels to fit students' needs.

How effectively children master these objectives will depend to a great extent on the teacher's ability to use principles of learning.

This booklet contains the "what" of the elementary curriculum. The "how" will be provided by in-service training. The "how will" will be monitored by criterion referenced testing, state mandated and district provided standardized testing.

To support the teacher in reaching these objectives, district-written curriculum kits and guides have been developed. A list of these materials is included at the end of this Course of Study.

The following pages are summaries of what is taught at various levels. More complete guides including teaching strategies may be obtained from the divisi n if Instructional Progam Planning and Development. The Orange Unified School District provides curriculum assistance through District Department Chairmen or Coordinators of Reading, Language Arts, Mathematics, Social Science, Science, Industrial Arts, Music, Physical Education, Driver Education and Safety Instruction, and Foreign Language.

Even though subjects are listed separately, it is the intent that instruction will integrate one subject to another as much as feasible.

TABLE OF CONTENTS

Page

Introduction 2

Reading 4

Language Arts 7

Mathematics 11

Science 15

Health 19

Social Science 22

Art 27

Music 30

Physical Education 36

Suggested Time Allotments 37

Principal Provisions of the Education Code Relating to State Required and Prohibited Instruction 39

Required Holidays and Observances 43

Basal Textbooks K-6 44

Curriculum Materials Order Sheet 45

READING

At the kindergarten level, the child will have the opportunity to:

1. Name eight basic colors.
2. Hear likenesses and differences in sounds.
3. Follow left to right, top to bottom progression.
4. Arrange a three part picture story in sequence.
5. Select the correct sound and symbol of consonants.
6. Observe differences in configuration of letters, words, sentences.
7. Recognize simple labels on objects.
8. Recognize and write child's own name.
9. Mark a picture that matches teacher's statement or story.
10. Tell what might have happened before in a picture.

At the first level, the child will have the opportunity to:

1. Orally, and in writing, identify all manuscript letters of the alphabet.
2. Orally identify rhyming and non-rhyming words.
3. Develop a sight vocabulary of at least 100 familiar words and their meanings.
4. Identify initial or final consonants orally, in printed form. and through writing.
5. Identify medial consonants, given a written consonant and pictures of objects.
6. Pronounce one syllable words containing short vowels.
7. Match long vowel sounds to words containing long vowels.
8. Identify words beginning with consonant blends and digraphs.
9. Add plurals - s to singular nouns.
10. Match word meanings to pictures.
11. Select missing word which best completes a sentence.
12. Choose the correct title for a short paragraph.
13. Retell a story in proper sequence.
14. Identify the picture that illustrates an oral story.
15. Name title page and table of contents of book.
16. Gets meaning from printed words.
17. Listen to selections of good literature.

At the second level, the child will have the opportunity to:

1. Given a list of words, identify words which rhyme.
2. Develop a sight vocabulary of at least 220 words and their meanings from a basic list.
3. Use the correct verb endings: s, ed, ing in oral and written work.
4. Form new words by changing the initial or final consonant.
5. Write short vowels as dictated.
6. Change short vowel words to long vowel words by adding final "e".
7. Identify words ending with consonant blends and digraphs

8. Pronounce words correctly which contain special vowel sounds.
9. Make plural words from singular nouns adding - es.
10. Amplify root words by adding endings.
11. Divide two syllable words into syllables.
12. Locate sentences that answer who, what, where.
13. Place three sentences in sequence by numbering them.
14. Identify time and characters in story and cite supporting evidence.
15. Tell inferred endings to sentences and stories.
16. Identify spine and index of a book.
17. Identify a short paragraph as fact or fantasy.
18. Demonstrate how to find words in beginning, middle and end of the dictionary.

At the third level, the child will have the opportunity to:

1. Orally, and in writing, identify all cursive letters of the alpabet.
2. Supply another rhyming word of the same pattern as a series of rhyming words.
3. Identify all consonant sounds whether they occur at the beginning, middle or end of words.
4. Identify short vowel sounds appearing in all words in dictated sentences.
5. Given words orally, write short or long vowels, blends, and consonant digraphs.
6. Given key words for all special vowel sounds, diphthongs and the schwa sound, pronounce new words containing these sounds correctly.
7. Pronounce or write correctly words containing the variant consonant sounds.
8. Make plural words from singular nouns ending in "y."
9. Identify root words by removing or adding endings.
10. Choose a word containing a suffix which best completes a sentence.
11. Divide multi-syllable words into syllables and place the accent correctly.
12. Identify silent consonants in words.
13. Select the best definition for multiple meaning words.
14. Use context clues to supply missing words in sentences.
15. Identify the main idea of a story from a list of 3 statements.
16. Arrange scrambled events in sequential order.
17. Identify answers to questions of when and how.

At the fourth level, the child will have the opportunity to:

1. Review phonetic and structural analysis of previous levels.
2. Match words showing abstract relationships.
3. Select a word, the meaning of which best completes a sentence.
4. Identify sentences which recall main details of a passage.
5. Identify and paraphrase the main idea of a paragraph.
6. Sequence ideas and events in logical order.

7. Make valid interpretations of what is read.
8. Find meaning which is implied, but not stated, in a paragraph.
9. Identify fiction and non-fiction selections.
10. Use guide words to locate words in the dictionary.
11. Read and interpret facts from a map.
12. Read orally with expression and with attention to punctuation.
13. Enjoy reading good literature.

At the fifth level, the child will have the opportunity to:

1. Match pairs of words which are synonyms and antonyms.
2. Skim-read in order to locate information quickly.
3. Select the statement that describes the main idea of a complex sentence.
4. Given a sequence of events, predict what might happen next.
5. Define the meaning of non-literal statements and figurative language.
6. Choose the author's main purpose and evidence to support that purpose.
7. Identify a conclusion inferred from a reading passage.
8. Recognize plot, theme, and mood of a reading passage.
9. Choose the best statement of cause and effect for a reading selection.
10. Identify differences in literary styles between two authors.
11. Compare and contrast main characters.
12. Locate information using author, subject and title cards.
13. Given a topic, locate and interpret information in an encyclopedia.
14. Read and interpret facts from graphs and charts.

At the sixth level, the child will have the opportunity to:

1. Identify homonym which fits a sentence.
2. Select definitions which correspond to words in sentences.
3. Identify details in a reading selection by listing specific facts.
4. State the main idea and supporting ideas of a paragraph.
5. Given paragraphs out of sequence, number the paragraphs to indicate order.
6. Identify the emotion experience by a given character.
7. Distinguish between fact and the author's opinion in a short story.
8. Distinguish between an editorial and a news story in a newspaper.
9. Determine whether statements could be inferred from reading.
10. Analyze a propoganda selection.
11. Identify selections as to story types, e.g. biography, fairy tale, etc.
12. Match a given statement to an author's style in obvious examples.
13. Identify the best source of information about a topic.
14. Construct charts from given information.

APPENDIX D-2

SCIENCE FILM ARTICULATION

APPENDIX D-2

MEMO

To: Reading Resource Teachers June 1, 1976
From: Vergil Hettick--Science and Health
Subject: Film Articulation

Please find attached a copy of the preliminary film articulation list we developed during the year. If you are interested in securing the complete list, you may request it by writing author in care of Orange Unified School District. For purposes of this practicum, a mini-version is included. The purpose of this project is to insure maximum educational impact.

It is important to get as much input from teachers as possible. If you have teachers who are willing to assist, please enlist their help.

Please mark the films that you feel are critical to your program. Please use the following coding:

P--Primary (1-3)
I--Intermediate (4-6)
7th--7th grade science
E.S.--8th grade Earth Science
I.P.S.--9th grade Introductory Physical Science
H--10th grade Health
L--Senior high Life Science
B--Senior high Biology
C--Senior high Chemistry
Physics--Senior high Physics
Physio--Senior high physiology
Geo--Senior high Earth Science/Geology

As you will see, there are some areas where we do not have adequate films. If we can get specific recommendations, we will purchase films in these areas. Please feel free to list any missing or weak topics at the bottom of the page.

This is a fine beginning in our articulation and will assist us in developing learning experiences for students that will enhance the content area we are studying.

The following list shows only a small portion (approximately 1 page out of the total 60) of the developed science film list. The categories in which films are listed include the following:

Primary Grades

Intermediate Grades

7th Grade

Earth Science

Intro. Physical Science

Health

Senior High Life Science

Voc. Chemistry

Conservation

Biology

Chemistry

Physics

Physiology

The list which follows is taken from the list for primary grades and represents only a small fraction of the total:

MPD 101 THE CITY 11 min. color P-1 EBEC

Illustrates private homes, apartments, office bldgs., schools, stores, factories of a city; its diversity of neighborhoods; major transportation facilities; suburban areas, the elected government body which provides fire and police protection.

MPD 360 BIG DINNER TABLE 12 min. color Dairy Council

Explains the body's need for food and presents the four groups as an adequate enjoyable eating pattern.

MPD 215 CARE OF PETS 13 min. color P EBEC

Demonstrates how to care for household pets, such as canaries, tropical fish, cats and dogs.

MPD 54 INSECTS IN A GARDEN 11 min. color P EBEC

Shows the insect community on a rose bush.

MPD 246 THE CARDBOARD COW 14 min. color P-I
U.S. Department of Agriculture

Depicts through the eyes of a little girl the scientific and technological revolution in agriculture.

MPD 220 LIVING THINGS ARE EVERYWHERE 11 min. color P
EBEC

Illustrates that living things may be found almost anywhere through the story of a young boy's discovery of various living things along a river bank.

MPD 327 FOOD FOR THE CITY: PRODUCE 12 min. color P-I
Film Associates

Shows how food is grown for the city. Using carrots as a typical produce item, the viewer sees how the ground is prepared, the crop planted, and harvested, and then the film follows the harvested crop through the various stages of processing into the supermarket.

MPD 55 ANIMALS--WAYS THEY EAT 11 min. color P-I EBEC

Shows in detail how the body parts of various animals are related to their eating habits. Includes such examples as Barnacles, Crayfish, Lions and Cows, Butterflies, Hogs, Birds and Squirrel.

MPD 56 LEARNING ABOUT LEAVES 11 min. color P EBEC

Investigates leaves on trees, bushes and other plants to see how they differ in size, shape, edges and veins.

MPD 57 HOW TO MEASURE TIME 11 min. color L-H EBEC

Shows how man measures some things he can't see or feel. Simple demonstrations show how any device with a steady repeating action can be used as a clock to measure intervals of time.

MPD 126 FIRE--WHAT MAKES IT BURN 11 min. color P EBEC

Demonstrations on what is needed to make a fire, what a flame is, how combustion takes place and how a fire can be extinguished.

MPD 129 A TREE IS A LIVING THING 11 min. color P EBEC

Relates the story of a boy's discovery that a tree grows from a single seed. Shows why and how the life cycle of a tree changes through seasons. Illustrates how the age of a tree is determined and how a tree is fed.

MPD 130 LEARNING ABOUT SEEDS 11 min. color P EBEC

Explains that there are many different kinds of seeds bearing plants and that seeds have many sizes, shapes and color.

MPA 583 SOUNDS 10 min. color P Film M

Sounds of everyday life in our environment.

MPA 42 BIRDS--HOW WE IDENTIFY THEM 11 min. color P-I Film Associates

Shows how the actions, appearance, and sounds of common birds are used as a means of identification. The robin is used as a basis for comparison in studying characteristics of birds.

MPA 80 TEMBO--THE BABY ELEPHANT 10 min. color P-I Arthur Barr

Tells about the habits of an elephant family in Africa. Shows other animals that live close to the elephant.

MPA 48 WE EXPLORE THE FIELD AND MEADOW 11 min. color P Coronet Films

Follows Wayne and Kathy on a walk in a field and meadow. Shows many of the plants and animals that live there, such as wild roses, red clover, grass, bees, grasshoppers, birds, rabbits and snakes, and indicates that these living things depend upon one another for their needs.

MPA 86 ROBIN REDBREAST 11 min. color P-I EBEC

Story of a robin family from the time the parents build the nest until the baby robins are old enough to take care of themselves.

MPA 575 RAIN 9 min. color P Walt Disney

The basic water cycle is presented through puppets, cartoons, and real photography.

APPENDIX D-3

LANGUAGE ARTS READING LIST

APPENDIX D-3

ORANGE UNIFIED SCHOOL DISTRICT
JUNIOR HIGH SCHOOL READING LIST, 1975-76

Bibliography for Adolescent Readers

ADVENTURE: HISTORICAL

Andrews, Mary Evans--Hostage to Alexander (a)
Baker, Betty--Killer of Death (u)
Forbes, Esther--Johnny Tremain (a)
Levy, Mim Cooper--Whaleboat Warriors (u)
Michener, James--The Bridges at Toko-Ri (u)
Picard, Barbara Leonie--Lost John (b)
Riggs, Sidney N.--Arrows and Snakeskin (u)

ADVENTURE: PERSONAL

Doss, Helen--The Family Nobody Wanted (a)
Heyerdahl, Thor--Kon-Tiki (a)
Scoggin, Margaret C.--The Lure of Danger (a)

ADVENTURE: STORIES

Andrews, Roy Chapman--Quest in the Desert (b)
Evarts, Hal G.--The Secret of the Himalayas (u)
Johnson, Annabel--Pickpocket Run (b)
Pease, Howard--The Dark Adventure (b)
Peyton, K.M.--Sea Fever (u)
Walden, Amelia Elizabeth--To Catch a Spy (a)
Wier, Ester--The Loner (a)

ANIMAL LIFE AND ADVENTURE: CATS

Neville, Emily--It's Like This, Cat (u)

ANIMAL LIFE AND ADVENTURE: DOGS

Gipson, Frederick Benjamin--Old Yeller (u)
Gipson, Frederick Benjamin--Savage Sam (u)
Knight, Eric--Lassie Come Home (a)
Street, James--Good-bye, My Lady (b)

(a): at 7th grade level
(b): beyond 7th grade level
(u): under 7th grade level

FAMILY AND COMMUNITY LIFE

Avery, Kay--Goodbye, Blue Jeans (u)
Cavanna Betty--Accent on April (u)
Dahl, Borchild--This Precious Year (a)
Dickson, Marguerite--Only Child (a)
Steinbeck, John--The Pearl (b)

FOLK TALES AND MYTHS

Harris, Christie--Once Upon a Totem (u)
Picard, Barbara Leonie--Tales of the British People (u)

GIRLS' STORIES

Bradbury, Bianca--The Amethyst Summer (u)
Cleary, Beverly--Fifteen (u)
Du Jardin, Rosamund--One of the Crowd (a)
Emery, Anne--First Love, True Love (a)
Ogilvie, Elisabeth--Blueberry Summer (a)

HEALTH AND SAFETY

Butler, Beverly--Light a Single Candle (a)
Felsen, Henry--To My Son, the Teen-age Driver (b)
Gruenberg, Benjamin--The Wonderful Story of You (u)
Ward, Roger--Rodger Ward's Guide to Good Driving (a)

HISTORY AND GEOGRAPHY

Andrist, Ralph K.--Heroes of Polar Explorations (u)
Dupuy, Trevor Nevitt--The Military History of World War II (u)
Johnson, Gerald White--The Congress (u)
Turnbull, Colin M.--The Peoples of Africa (a)
Williams, Jay--Knights of the Crusades (a)

HOBBIES--MAKING AND DOING THINGS

Froman, Robert--Wanted: Amateur Scientists (a)
Gilmore, H.H.--Model Rockets for Beginners (u)

(a): at 7th grade level
(b): beyond 7th grade level
(u): under 7th grade level

HUMOR: JOKES, RHYMES, AND RIDDLES

Cerf, Bennett--Houseful of Laughter (u)

HUMOR: STORIES

Butterworth, Oliver--The Enormous Egg (u)
Scoggin, Margaret C.--Chucklebait: Funny Stories for Everyone (a)

HUMOR: TALL TALES

Bowman, James Cloyd--Mike Fink (u)

MUSIC AND ART

Bakeless, Katherine L.--Story-Lives of American Composers (u)
Glubok, Shirley--The Art of Ancient Egypt (u)
Ripley, Elizabeth--Winslow Homer (u)

MYSTERY STORIES

Corbett, Scott--Cutlass Island (u)
DeJong, Dola--The House on Charlton Street (u)
Doyle, Sir Arthur Conan--The Boys' Sherlock Holmes (a)
Whitney, Phyllis A.--Mystery of the Golden Horn (a)

ANIMAL LIFE AND ADVENTURE: OTHER ANIMALS

Chapin, Henry--The Remarkable Dolphin and What Makes Him So (u)
Slaughter, Jean--Pony Care (u)

BIOGRAPHY

Boylston, Helen--Clara Barton (u)
Buck, Pearl S.--The Man Who Changed China (u)
Burlingame, Roger--Out of Silence into Sound (u)
Campion, Nardio R.--Patrick Henry: Firebrand of the Revolution (a)
Clapesattle, Helen Bernice--The Mayo Brothers (a)
Johnston, Johanna--Thomas Jefferson: His Many Talents (a)
McKown, Robin--Thomas Paine (u)
McNeer, May Yonge--Give Me Freedom (u)

(a): at 7th grade level
(b): beyond 7th grade level
(u): under 7th grade level

McNeer, May Yonge--America's Mark Twain (u)
McNeer, May Yonge--Armed with Courage (u)
Mercer, Charles--Alexander the Great (u)
Peare, Catherine Owens--The FDR Story (a)
Randall, Ruth P.--I Jessie (a)
Richardson, Ben--Great American Negroes (a)
Samuels, Gertrude--B-G Fighter of Goliaths: The Story of David Ben-Gurion (a)
Schoor, Gene--Young John Kennedy (a)
White, Dale--Bat Masterson (u)
Williams, Beryl--Plant Explorer: David Fairchild (u)

CAREERS: REAL PEOPLE

Dooley, Thomas A.--Dr. Tom Dooley, My Story (u)
Hume, Ruth Fox--Great Men of Medicine (u)
Place, Marian T.--The Copper Kings of Montana (u)
Stuart, Jesse--The Thread that Runs so True (a)
Terkel, Studs--Giants of Jazz (a)

OLD FAVORITES

Alcott, Louisa M.--Little Women (u)
Benson, Sally--Junior Miss (u)
Burnett, Frances Hodgson--The Secret Garden (u)
Chute, Marchette--Stories from Shakespeare (a)
Daly, Maureen--Seventeenth Summer (b)
Dickens, Charles--A Christmas Carol (a)
Gates, Doris--Blue Willow (u)
Grahame, Kenneth--The Wind in the Willows (u)
Hilton, James--Goodbye, Mr. Chips (a)
James, Will--Smoky (a)
Kipling, Rudyard--Jungle Book (a)
Medearis, Mary--Big Doc's Girl (a)
O'Hara, Mary--My Friend Flicka (a)
Pyle, Howard--Merry Adventures of Robin Hood (u)
Rawlings, Marjorie K.--The Yearling (a)
Sewell, Anna--Black Beauty
Spyri, Johanna--Heidi (u)
Twain, Mark (Samuel L. Clemens)--Adventures of Huckleberry Finn (u) and Adventures of Tom Sawyer (a)
Verne, Jules--20,000 Leagues Under the Sea (b)
Wallace, Lew--Ben-Hur (u)
Wyss, Johann--Swiss Family Robinson (u)

(a): at 7th grade level
(b): beyond 7th grade level
(u): under 7th grade level

SEAFARING

Hemingway, Ernest--The Old Man and the Sea (a)
Mehdevi, Anne Sinclair--The Leather Hand (u)

SHORT STORIES

Bradbury, Ray--R is for Rocket (a)
Buck, Pearl S.--Fourteen Stories (a)

WAR STORIES

Gallico, Paul--The Snow Goose (u)

WORLD PROBLEMS

Frank, Anne--Diary of a Young Girl (u)
Shirer, William L.--The Rise and Fall of Adolf Hitler (u)

OUTER SPACE

Colby, Carroll Burleigh--Count Down: The Story of Our Missile Bases (u)
Goodwin, Harold L.--All About Rockets and Space Flights (u)
Schneider, Leo--Space in Your Future (a)
Stine, G. Harry--Man and the Space Frontier (a)

POETRY AND DRAMA

Armour, Richard--Our Presidents (u)
Chute, Marchette--The Worlds of Shakespeare (b)
Gross, Edwin and Nathalie--Teen Theatre (a)
Howard, Vernon--Humorous Monologues (u)

SCIENCE: GENERAL

Chambers, Robert W.--From Cell to Test Tube (a)
Fermi, Laura--The Story of Atomic Energy (u)
Freeman, Ira--All About Sound and Ultra-Sonics (u)
Gramet, Charles--Light and Sight (u)
Hogben, Lancelot--The Wonderful World of Energy (a)
Hyde, Margaret Oldboyd--This Crowded Planet (b)

(a): at 7th grade level
(b): beyond 7th grade level
(u): under 7th grade level

SCIENCE FICTION

Bonham, Frank--The Loud, Resounding Sea (a)
Clarke, Arthur C.--Dolphin Island (a)
Heinlein, Robert A.--Citizen of the Galaxy (a)
L'Engle, Madeleine--A Wrinkle in Time (u)
Ormondroyd, Edward--Time at the Top (u)

SPORTS

Archibald, Joe--The Richie Ashburn Story (u)
Daley, Arthur--Kings of the Home Run (u)
Evanoff, Vlad--A Complete Guide to Fishing (u)
Gardner, Frank--The Young Sportsman's Guide to Wrestling (a)
Hough, Richard Alexander--Great Auto Races (b)
Hyde, Margaret Oldroyd--Where Speed is King (u)
Kieran, John--The Story of the Olympic Games (a)

WAR STORIES

Bonham, Frank--War Beneath the Sea (a)
Brickhill, Paul--Reach for the Sky (u)
Bruckner, Karl--The Day of the Bomb (a)
Hersey, John--A Bell for Adano (u)
Loomis, Robert D.--Great American Fighter Pilots of World War II (u)
Toland, John--The Flying Tigers (u)
Tregaskis, Richard--John F. Kennedy and PT-109 (a)
Tunis, John R.--Silence Over Dunkerque (u)
White, Robb--Up Periscope (a)

YOUNG PEOPLE HERE AND ABROAD

Buck, Pearl--The Big Wave (u)
Cavanah, Frances--We Came to America (a)
Cavanna, Betty--A Time for Tenderness (a)
Clark, Ann Nolan--Medicine Man's Daughter (u)
Felsen, Henry Gregor--Boy Gets Car (u)
Holisher, Desider--Growing up in Israel (u)
Kirchgessner, Maria--High Challenge (a)
Tarshis, Elizabeth K.--The Village that Learned to Read (u)

(a): at 7th grade level
(b): beyond 7th grade level
(u): under 7th grade level

EIGHTH GRADE READING LIST: LANGUAGE ARTS

Bernstein, Ann, and Alfred Kazen. The Works of Anne Frank. Garden City: Doubleday & Company, 1952.

Bradbury, Ray. R is for Rocket. New York: Bantam, 1962.

Buck, Pearl S. The Good Earth. New York: Simon and Schuster, 1973.

Forbes, Esther. Johnny Tramain. Boston: Houghton-Mifflin and Company, 1960.

Frank, Anne. The Diary of a Young Girl. New York: Doubleday and Company, 1952.

Hemingway, Ernest. The Old Man and the Sea. New York: Charles Scribner's Sons, 1960.

Hendrickson, Richard. A Dictionary Study Guide. Chicago: Harcourt, Brace and World, Inc., 1964.

Keyes, Daniel. Flowers for Algernon. New York: Mercury Press, 1960.

Lewis, Norman. Roget's Thesaurus. New York: Simon and Schuster, 1961.

London, Jack. White Fang. New York: Washington Square Press, 1965.

Moritz, Charles. Current Biography. New York: The H. V. Wilson Company, 1974.

Poe, Edgar Allan. Collected Short Stories. New York: MacMillan & Co., 1963.

Reader's Digest Almanac. Reader's Digest Association, 1970-1975.

Steinbeck, John. The Pearl. New York: Bantam Books, 1972.

The World Almanac. New York: World Telegram, 1974.

Thorne, J. O. Chambers Biographical Dictionary. New York: St. Martin Press, 1962.

Who's Who? New York: St. Martin Press, 1970-1971.

Who's Who in America? Chicago: Marquis, Who's Who, 1970-1971.

Wibberly, Leonard. The Mouse That Roared. New York: Bantam, 1960.

***

Patrick, Richard. All Color Book of Greek Mythology. London: Octopus Books, 1972.

Pinsent, John. Greek Mythology. London: The Hamlyn Publishing Group Limited, 1969.

Pinsent, John. Myths and Legends of Ancient Greece. New York: Grosset and Dunlap, 1970.

Sellew, Catharine F. Adventures with the Giants. Boston: Little, Brown and Company, 1950.

Tatlock, Jessie M. Greek and Roman Mythology. New York: Appleton-Century-Crofts, Inc., 1917.

Warner, Rex. Men and Gods. New York: Farrar, Straus and Giroux, 1959.

White, Anne Terry. The Golden Treasury of Myths and Legends. New York: Golden Press, 1959.

Witting, Alisoun. A Treasury of Greek Mythology. New York: Harvey House Inc., 1965.

***

Gayley, Charles Mills. The Classic Myths. New York: Blaisdell Publishing Company, 1893.

Goodrich, Norma Lorre. Ancient Myths. New York: Mentor Books, 1960.

Graves, Robert. Greek Gods and Heroes. Garden City: Doubleday and Company, Inc., 1960.

Graves, Robert. The Greek Myths: 1 and 2. Baltimore: Penguin Books, 1955.

Grean, Roger Lancelyn. Heroes of Greece and Troy. New York: Henry Z. Walck, Inc., 1961.

Guerber, H. A. The Myths of Greece and Rome. London: George G. Harrap and Company, Ltd., 1907.

Hamilton, Edith. Mythology--Timeless Tales of Gods and Heroes. New York: Mentor Books, 1940.

Hardy, W. G. The Greek and Roman World. Cambridge: Schenkman Publishing Company, 1960.

Hawthorne, Nathaniel. The Golden Touch. New York: McGraw-Hill Book Co., Inc., 1959.

Hawthorne, Nathaniel. A Wonder Book and Tanglewood Tales. New York: Dodd, Mead and Company, 1910.

Herzberg, Max J. Classical Myths. Boston: Allyn and Bacon, Inc., 1935.

Hosford, Dorothy. Thunder of the Gods. New York: Holt, Rinehart and Winston, 1952.

Jewkes, W. T. Man the Myth-Maker. New York: Harcourt Brace Jovanovich, Inc., 1973.

Johnson, Eric W. Four Famous Adventures. Sacramento: California State Department of Education, 1969.

Kingsley, Charles. The Heroes. New York: The MacMillan Company, 1967.

Lang, Andrew and others. The Iliad of Homer. New York: Airmont Publishing Company, 1966.

Lang, Andrew. Tales of Troy and Greece. New York: Roy Publishers, Inc., 1972.

Lowrey, Janette Sebring. In the Morning of the World. New York: Harper and Row Publishing Company, 1944.

McLean, Mollie, and Anne Wiseman. Adventures of the Greek Heroes. New York: Houghton Mifflin Company, 1961.

NINTH GRADE: SUPPLEMENTARY READING

Asimov, Isaac. Words from the Myths. Boston: Houghton Mifflin Company, 1961.

Bulfinch, Thomas. A Book of Myths. New York: MacMillan Company, 1942.

Bulfinch, Thomas. The Age of Fable. New York: Mentor Classics, 1962.

Bulfinch, Thomas. Bulfinch's Mythology. New York: The Modern Library, 1974.

Butcher, S. H., and Andrew Lang. The Odyssey of Homer. New York: Airmont Publishing Company, 1965.

Clair, Colin. Unnatural History. London: Abelard-Schuman, 1967.

Colum, Padraic. Golden Fleece. New York: The MacMillan Company, 1964.

Coolidge, Olivia. Greek Myths. Boston: Houghton Mifflin Company, 1964.

Coolidge, Olivia. Hercules and Other Tales from Greek Myths. New York: Scholastic Book Services, 1949.

Cox, Miriam. The Magic and the Sword. New York: Harper and Row Publishers, 1967.

Dickens, Charles. A Tale of Two Cities. New York: Grosset and Dunlap, 1948.

Elgin, Kathleen. The First Book of Mythology. New York: Franklin Watts Inc., 1955.

Every, George. Christian Mythology. London: The Hamlyn Publishing Group Limited, 1970.

Evslin, Bernard. The Adventures of Ulysses. New York: Scholastic Book Services, 1969.

Evslin, Bernard. Gods, Demigods and Demons. New York: Scholastic Book Services, 1975.

Evslin, Bernard. The Greek Gods. New York: Scholastic Book Services, 1966.

Evslin, Bernard and others. Heroes and Monsters of Greek Myth. New York: Scholastic Book Services, 1967.

Gartler, Marion and others. Understanding Greece. Sacramento: California State Department of Education, 1964.

Hall, Homer L. Junior High Journalism. New York: Richards Rosen Press, 1969.

Hallenbeck, Carol W. Orange County High School Style Book. Orange County Journalism Education Association.

Post, Homer A. News in Print. Boston: Allyn and Bacon, Inc., 1962.

BOOK LISTS FOR SPEED READING

Extensive reading: Suggested for the reluctant reader in senior high school or easy books for speed reading that are interesting and can be read with suggested methods in this guide.

Algren, Nelson	*The Man with the Golden Arm*
Ambler, Eric	*A Coffin for Dimitrius*
Baker, Dorothy	*Young Man with a Horn*
Boulie, Pierre	*The Bridge Over the River Kwai*
Bradbury, Ray	*The Maritan Chronicles*, *October Country*, *The Illustrated Man*
Buck, Pearl	*The Good Earth*
Christie, Agatha	*And Then There Were None*, *The Murder of Roger Ackroyd*. (These are two great classic mystery tales. Other outstanding works in this genre include Chandler's *The Big Sleep*, Hammitt's *The Thin Man*, and Sayers' *The Nine Taylors*.)
Cobb, Humphrey	*The Paths of Glory*
Cronin, A.J.	*The Keys of the Kingdom*
Day, Clarence	*Life with Father*
Edmonds, Walter	*Drums Along the Mohawk*
Ellison, Ralph	*Invisible Man*
Farrell, James T.	*Studs Lonigan* and the *Danny O'Neil* series
Forester, C.S.	*The African Queen* and the *Hornblower* series
Gann, Ernest	*The High and the Mighty*
Gipson, Fred	*Old Yeller*
Golding, William	*Lord of the Flies*
Guareschi, Giovanni	*The Little World of Don Camillo*
Gregor, Manfred	*The Bridge*
Guthrie, A.B., Jr.	*The Big Sky*, *The Way West*
Greene, Graham	*The Orient Express*, *This Gun for Hire*, *The Power and the Glory*, *Brighton Rock*, and *The Burnt Out Case*
Harris, Mark	*The Southpaw*, *Ticket for a Seamstitch*, *Something About a Soldier*, *Bang the Drum Slowly*
Heggen, Thomas	*Mister Roberts*
Hemingway, Ernest	*For Whom the Bell Tolls*, *The Old Man and the Sea*
Hersey, John	*Into the Valley*, *A Bell for Adano*

Hilton, James	Lost Horizon, Random Harvest
Hughes, Richard	High Wind in Jamaica
Huxley, Aldous	Brave New World, After Many a Summer Dies the Swan
Heinlen, Robert	The Puppet Masters
Innes, Hammond	The Wreck of the Mary Deare
Kipling, Rudyard	Kim, Captains Courageous, The Jungle Book
Kirst, Hans Helmut	The Officer Factory, The Night of the Generals, The Revolt of Gunner Asch
Koestler, Arthur	Darkness at Noon
London, Jack	White Fang, Call of the Wild
Knowles, John	A Separate Peace
Lee, Harper	To Kill a Mockingbird
Llewellyn, Richard	How Green Was my Valley
March, William	Company K
duMaurier, D.	Rebecca, Jamaica Inn
McGinnis, Helen	Above Suspicion
Michener, James	The Bridges at Toko-Ri
O'Flaherty, Liam	The Informer
Orwell, George	Animal Farm, 1984, Burmese Days
Paton, Alan	Too Late the Phalarope
Monsarrat, N.	The Cruel Sea
Reid, George	Escape from Colditz
Remarque, Erich	All Quiet on the Western Front
Richter, Conrad	The Light in the Forest, The Trees, The Fields
Roberts, Kenneth	Northwest Passage and the other historical novels
Ruesch, Hans	Top of the World
Salinger, J.D.	Catcher in the Rye
Schulberg, Budd	What Makes Sammy Run, The Harder They Fall
Smith, Lilian	Strange Fruit
Steinbeck, John	The Pearl, The Red Pony, The Grapes of Wrath, Of Mice and Men, Tortilla Flat
Shaw, Irwin	The Young Lions, The Troubled Air
Shute, Neville	On the Beach, Checker Board, The Pied Piper and others
Schaefer, Jack	Shane
Smith, Betty	A Tree Grows in Brooklyn
Stevenson, Robert Louis	Kidnapped, Dr. Jekyll and Mr. Hyde
Stewart, George	Earth Abides, Storm, Fire

Stewart, Mary	Nine Coaches Waiting
Sinclair, Harold	The Horse Soldiers
Taylor, Robert Lewis	The Travels of Jamie McPheeters
Tey, Josephine	Bratt Farrar
Trumbo, Dalton	Johhn Got His Gun
Uris, Leon	Exodus
Ullman, James Ramsey	Banner in the Sky, White Tower
Verne, Jules	Around the World in 80 Days
Williams, Charles	The Wooden Horse
Wells, H.G.	Seven science fiction novels
Wright, Richard	Black Boy, Native Son
West, Jessamyn	Cress Delahanty
Waugh, Evelyn	The Loved One
Webb, Mary	Precious Bane
West, Morris	The Devil's Advocate
Wouk, Herman	The Caine Mutiny

READING FOR COLLEGE STUDENTS

The following 176 titles were compiled from the book lists sent to entering Freshmen by 46 colleges and universities. Each book appeared on at least three lists. All but 18 may be found in paperback editions.

FICTION

Austen, Jane	Emma, Pride and Prejudice
Bronte, Charlotte	Jane Eyre
Bronte, Emily	Wuthering Heights
Buck, Pearl	The Good Earth
Bunyan, John	Pilgrim's Progress
Camus, Albert	The Plague, The Stranger
Carroll, Lewis	Alice in Wonderland
Cather, Willa	Death Comes for the Archbishop, My Antonia
Cervantes, Miguel de	Don Quixote
Clark, Walter Van Tilburg	The Ox-Box Incident
Conrad, Joseph	Heart of Darkness, Lord Jim, Nostromo, Victory
Crane, Stephen	The Red Badge of Courage
Defoe, Daniel	Robinson Crusoe
Dickens, Charles	David Copperfield, Great Expectations, Oliver Twist, Tale of Two Cities
Dostoievski, Fyodor	The Brothers Karamazov, Crime and Punishment
Doyle, Arthur Conan	Adventures of Sherlock Holmes
Dreiser, Theodore	Sister Carrie
Drury, Allen	Advise and Consent
Dumas, Alexander	The Count of Monte Cristo
Elliot, George	Mill on the Floss
Ellison, Ralph	Invisible Man
Fitzgerald, F. Scott	The Great Gatsby
Flaubert, Gustave	Madame Bovary
Forster, E.M.	Passage to India
Golding, William	Lord of the Flies
Greene, Graham	Power and the Glory
Hardy, Thomas	Return of the Native, Tess of the d'Urbervilles
Hawthorne, Nathaniel	House of the Seven Gables, The Scarlet Letter
Hemingway, Ernest	A Farewell to Arms, For Whom The Bell Tolls, The Old Man and the Sea, The Sun Also Rises
Hudson, W.H.	Green Mansions
Hugo, Victor	Les Miserables

Huxley, Aldous	Brave New World
James, Henry	The Turn of the Screw
Joyce, James	Dubliners, Portrait of the Artist as a Young Man
Koestler, Arthur	Darkness at Noon
Lawrence, D.H.	Sons and Lovers
Lewis, Sinclair	Arrowsmith, Babbitt, Main Street
Maugham, W. Somerset	Of Human Bondage
Melville, Herman	Moby Dick
Meredith, George	Ordeal of Richard Feverel
Nordhoff, Charles B. and James N. Hall	Mutiny on the Bounty
Orwell, George	Animal Farm, 1984
Pasternak, Boris	Dr. Zhivago
Paton, Alan	Cry, The Beloved Country
Poe, Edgar Allan	Tales
Remarque, Erich Marie	All Quiet on the Western Front
Roberts, Kenneth	Northwest Passage
Rolvaag, Ole	Giants in the Earth
Salinger, J.D.	Catcher in the Rye
Scott, Sir Walter	Ivanhoe
Sienkiewicz, Henryk	Quo Vadis
Silone, Ignazio	Bread and Wine
Snow, C.P.	The New Men
Steinbeck, John	The Grapes of Wrath
Standahl, C.H.	The Red and the Black
Stevenson, Robert Louis	Treasure Island
Swift, Jonathan	Gulliver's Travels
Thackery, William M.	Vanity Fair
Tolstoi, Leo	Anna Karenina, War and Peace
Turgenev, Ivan	Fathers and Sons
Twain, Mark	Adventures of Huckleberry Finn, Adventures of Tom Sawyer, Life on the Mississippi
Warren, Robert Penn	All the King's Men
Wharton, Edith	Ethan Frome
Wilder, Thornton	The Bridge of San Luis Rey
Wister, Owen	The Virginian
Wolfe, Thomas	Look Homeward, Angel
Wright, Richard	Native Son

LITERATURE, DRAMA, THE ARTS

Adams, Henry	Mont St. Michel and Chartres
Chaucer, Geoffrey	The Canterbury Tales
Dante	The Divine Comedy
Emerson, Ralph Waldo	Essays
Homer	The Illiad, The Odyssey

MacLeish, Archibald	J.B.
Miller, Arthur	Death of a Salesman
Milton, John	Paradise Lost
O'Neill, Eugene	The Emperor Jones
Palgrave, Francis T.	The Golden Treasury
Rostrand, Edmond	Cyrano de Bergerac
Sapir, Edward	Language
Shakespeare, William	Hamlet, Henry IV, Part I, Julius Caesar, King Lear, Macbeth, Romeo and Juliet
Shaw, George Bernard	Pygmalion, Saint Joan
Strunk, William	Elements of Style
Thoreau, Henry David	Walden
Virgin	The Aeneid
White, E.B.	One Man's Meat
Wilder, Thornton	Our Town

RELIGION AND PHILOSOPHY

	The Bible
Brinton, Clarence Crane	Ideas and Men
Durant, Will	The Story of Philosophy
Hamilton, Edity	Mythology
Plato	Dialogues, The Republic
Russell, Bertrand	History of Western Philosophy
Schweitzer, Albert	Out of My Life and Thought

SCIENCE

Bronowski, Jacob	Science and Human Values
Butterfield, Herbert	Short History of Science
Carson, Rachel	The Sea Around Us
Conant, James B.	Modern Science and Modern Man, On Understanding Science
Eiseley, Loren	Immense Journey
Gamow, Goerge	One, Two, Three-Infinity
Newman, James R., ed.	What is Science?
Sartion, George	Six Wings, Men of Science in the Renaissance
Sawyer, W.W.	Mathematician's Delight
Scientific American	Lives in Science
Simpson, George Gaylord	The Meaning of Evolution
Snow, C.P.	The Two Cultures and the Scientific Revolution
Whitehead, Alfred North	Science and the Modern World

HISTORY AND BIOGRAPHY

Allen, Frederick Lewis	Only Yesterday
Boswell, James	Life of Johnson
Curie, Eve	Madame Curie
Fermi, Laura	Atoms in the Family
Franklin, Benjamin	Autobiography
Hamilton, Edith	The Greek Way
Hersey, John	Hiroshima
Kennedy, John F.	Profiles in Courage
Marek, Kurt W.	Gods, Graves and Scholars
Parkman, Francis	The Oregon Trail
Plutarch	Lives
Sandburg, Carl	Abraham Lincoln
Shirer, William	Rise and Fall of the Third Reich
Strachey, Lytton	Eminent Victorians, Queen Victoria

SOCIAL SCIENCE

Benedict, Ruth	Patterns of Culture
Brogan, D.W.	The American Character
De Tocqueville, Alexis	Democracy in America 2v.
Galbraith, J.K.	The Affluent Society
Heilbroner, Robert	Worldly Philosophers
Hofstadter, Richard	The American Political Tradition
Kluckhohn, Clyde	Mirror for Man
Lippmann, Walter	Public Philosophy
Lubell, Samuel	The Future of American Politics
Petersen, William, ed.	American Social Patterns
Riesman, David	The Lonely Crowd
Rossiter, Clinton	The American Presidency
Spectorsky, A.C.	The Exurbanites
White, Theodore H.	The Making of a President
White, William H.	The Organization Man

EDUCATION

Adler, Mortimer J.	How to Read a Book
Barzun, Jacques	The Teacher in America
Garrison, Roger H.	The Adventure of Learning in College
Morgan, Clifford and James Desse	How to Study
Van Doren, Mark	Liberal Education
Whitehead, Alfred North	Aims of Education and Other Essays

ADDITIONAL TEACHER SUGGESTIONS

Ford, Arthur	Nothing So Strange
Meninger, Karl	The Human Mind
Rand, Ayn	The Fountainhead

ORANGE UNIFIED SCHOOL DISTRICT AREA I
READING LIST: LANGUAGE ARTS

READING LIST FOR COLLEGE-BOUND HIGH SCHOOL STUDENTS

Compiled by the Committee on the Reading List
Wisconsin Council of Teachers of English

This list is based on recommendations from college teachers on books they would most like their students to have read before coming to college. It is not intended to be a required reading list for college entrance. It is, however, a guide by which students may plan and evaluate their background reading with some indication of what college teachers expect or would like to have.

The comments on the questionnaires indicated a wide variation, but some agreement towards the list as a whole appeared. The most common comment was that students should have read books that would provide them with background--the Bible, mythology, and the classics in general. Most of the respondents mentioned that students should read much more than they do and should read widely. As one respondent said, "I feel that any book on the list is necessarily desirable if read thoughtfully, and that almost any reading can enlarge horizons."

The list is necessarily limited and incomplete. Deliberately omitted were many titles that usually are taught in classrooms and those that appear in textbooks. Among these omissions are plays by Shakespeare, selections from the major British and American poets, and magazines.

THE TOP THIRTEEN
(This might be considered the list of "must read" books.)

Twain, HUCKLEBERRY FINN
. . . , THE BIBLE
Homer, ILIAD
Dickens, DAVID COPPERFIELD
. . . , MYTHOLOGY (Bulfinch, Hamilton, etc.)
Swift, GULLIVER'S TRAVELS
Homer, ODYSSEY
Twain, TOM SAWYER
Defoe, ROBINSON CRUSOE
Carroll, ALICE IN WONDERLAND
Stevenson, TREASURE ISLAND
Steinbeck, GRAPES OF WRATH
Thoreau, WALDEN

THE NEXT THIRTY

Hawthorne, THE SCARLET LETTER
Crane, RED BADGE OF COURAGE
Scott, IVANHOE
Poe, TALES
Austen, PRIDE AND PREJUDICE
Shaw, PYGMALION
Melville, MOBY DICK
Sophocles, OEDIPUS REX
Virgil, AENEID
Huxley, BRAVE NEW WORLD
Orwell, 1984
Franklin, AUTOBIOGRAPHY
Wilder, OUR TOWN
Paten, CRY, THE BELOVED COUNTRY
Rostand, CYRANO DE BERGERAC
Salinger, CATCHER IN THE RYE
Bronte, C., JANE EYRE
. . . , ARTHURIAN TALES
Cervantes, DON QUIXOTE
Hemingway, THE OLD MAN AND THE SEA
Miller, DEATH OF A SALESMAN
Bunyan, PILGRIM'S PROGRESS
Lee, TO KILL A MOCKINGBIRD
Carson, THE SEA AROUND US
London, THE CALL OF THE WILD
Benedict, PATTERNS OF CULTURE
Golding, LORD OF THE FLIES
Hugo, LES MISERABLES
Kennedy, PROFILES IN COURAGE

THE SECOND THIRTY

Cather, MY ANTONIA
Chaucer, CANTERBURY TALES
Blutarch, LIVES
Carroll, THROUGH THE LOOKING GLASS
Doyle, SHERLOCK HOLMES
Hardy, THE RETURN OF THE NATIVE
Hemingway, A FAREWELL TO ARMS
Wright, NATIVE SON
Fitzgerald, THE GREAT GATSBY
Kipling, JUNGLE BOOK
. . . , THE SONG OF ROLAND
Cooper, LEATHERSTOCKING TALES
Whitman, LEAVES OF GRASS
Dickens, GREAT EXPECTATIONS

Goldsmith, SHE STOOPS TO CONQUER
Hersey, HIROSHIMA
Lewis, S., MAIN STREET
. . . , ROBIN HOOD TALES
Burdick and Lederer, THE UGLY AMERICAN
Orwell, ANIMAL FARM
Sandburg, ABRAHAM LINCOLN
Adler, HOW TO READ A BOOK
Emerson, ESSAYS
Rolvaag, GIANTS IN THE EARTH
Conrad, HEART OF DARKNESS
Lewis, S., ARROWSMITH
Remarque, ALL QUIET ON THE WESTERN FRONT
Thackeray, VANITY FAIR
Tolstoy, WAR AND PEACE
Twain, LIFE ON THE MISSISSIPPI

ADDITIONAL TALES

Copland, WHAT TO LISTEN FOR IN MUSIC
Barnett, THE UNIVERSE AND DR. EINSTEIN
Maugham, OF HUMAN BONDAGE
Buck, THE GOOD EARTH
Dostoevsky, CRIME AND PUNISHMENT
Frazer, THE GOLDEN BOUGH
Gardner, ART THROUGH THE AGES
Wharton, ETHAN FROME
Wilde, THE IMPORTANCE OF BEING EARNEST
Williams, THE GLASS MENAGERIE
Wolfe, LOOK HOMEWARD, ANGEL
Benet, JOHN BROWN'S BODY
Ibsen, A DOLL'S HOUSE
Saint-Exupery, WIND, SAND AND STARS
Warren, ALL THE KING'S MEN
Curie, MADAM CURIE
Nordhoff and Hall, MUTINY ON THE BOUNTY
Roberts, NORTHWEST PASSAGE
Greene, THE POWER AND THE GLORY
Sheridan, SCHOOL FOR SCANDAL
White, W.W., THE ORGANIZATION MAN
Conrad, LORD JIM
. . . , FEDERALIST PAPERS
Dreiser, AN AMERICAN TRAGEDY
Dumas, THE THREE MUSKATEERS
James, THE TURN OF THE SCREW
Wilder, THE BRIDGE OF SAN LUIS REY
Adams, THE EDUCATION OF HENRY ADAMS
Dante, INFERNO

Faulkner, INTRUDER IN THE DUST
Hemingway, SHORT STORES
Hudson, GREEN MANSIONS
Joyce, PORTRAIT OF THE ARTIST AS A YOUNG MAN
Forster, PASSAGE TO INDIA
Saroyan, THE HUMAN COMEDY
Clark, THE OX-BOX INCIDENT
Eliot, THE MILL ON THE FLOSS
Llewellyn, HOW GREEN WAS MY VALLEY
Shaw, ST. JOAN
Stone, LUST FOR LIFE
Parkman, OREGON TRAIL
Sarton, SIX WINGS: MEN OF SCIENCE IN THE RENAISSANCE
Boswell, LIFE OF JOHNSON
Bronowski, COMMON SENSE OF SCIENCE
Butler, THE WAY OF ALL FLESH
Cather, DEATH COMES FOR THE ARCHBISHOP
Chase, THE POWER OF WORDS
Cheney, THE STORY OF MODERN ART
Hall, A PRIMER OF FREUDIAN PSYCHOLOGY
O'Neill, EMPEROR JONES
Wister, THE VIRGINIAN
Hoyle, FRONTIERS OF ASTRONOMY
Galsworthy, THE FORSYTHE SAGE
Marx, CAPITALISM
Wells, OUTLINE OF HISTORY
Fenton, LIFE LONG AGO: THE STORY OF FOSSILS
Fermi, ATOMS IN THE FAMILY
Osborn, OUR PLUNDERED PLANET
Brooks, THE FLOWERING OF NEW ENGLAND
Miller, THE CRUCIBLE
Pasternak, DR. ZHIVAGO
Lewis, C.S., OUT OF THE SILENT PLANET
McCullers, MEMBER OF THE WEDDING

The Language Arts Department at the Senior High level also uses the following reading lists:

OUTSTANDING THEATRE FOR THE COLLEGE-BOUND
American Library Association, Young Adult Service Division
Chicago, Illinois 60611

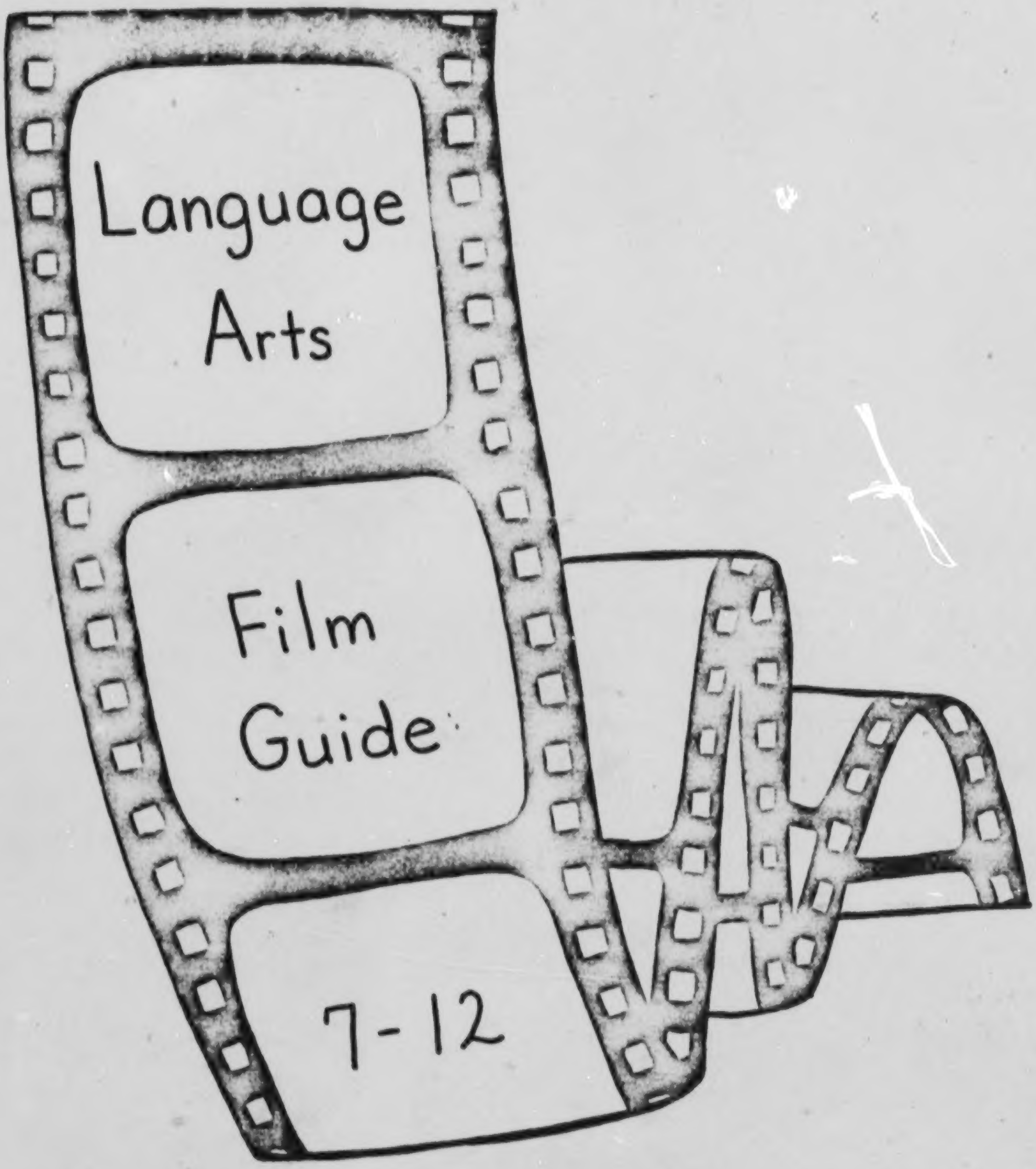
OUTSTANDING FICTION FOR COLLEGE-BOUND STUDENTS
American Library Association, Young Adult Service Division
Chicago, Illinois 60611

OUTSTANDING BIOGRAPHIES FOR COLLEGE-BOUND STUDENTS
American Library Association, Young Adult Service Division
Chicago, Illinois 60611

APPENDIX D-4

LANGUAGE ARTS FILM ARTICULATION GUIDE, GRADES 7-12

APPENDIX D-4



Language Arts Film Guide 7-12

PREFACE

Our primary goal in preparing an articulated 7-12 Language Arts Film Guide for our district was to aid teachers in selecting appropriate films for their classes. The films listed for each course are those which teachers have shown in the past and have found to be useful in achieving course objectives. We included a cross-reference beneath each entry to show the other classes where the film is likely to be used.

In order for teachers to estimate the running time of a film, the following explanation of the district film code is provided:

MPA - 10 minutes

MPD - 15 minutes

MPE - 15 minutes

MPG - 25-30 minutes

MPJ - 30 minutes

MPS - 30 minutes

TABLE OF CONTENTS

English 7 1

English 8 4

English I 5

Non-Graded English 9

Creative Writing 8 and 9 11

Drama Workshop 13

Journalism 14

Sophomore English 15

Basic Composition 16

Intermediate Composition. 17

Advanced Composition 18

Mass Media. 19

Folklore and Mythology. 20

Short Story 21

Novel 23

American Literature 25

British Literature. 28

World Literature. 30

ENGLISH 7

CREATIVE EXPERIENCE

MPA - 616	Creating A Childrens' Book
MPD - 465	Joshua S.S.
MPD - 909	Storymaker

LITERATURE (GENERAL)

MPA - 662	Ballad of Frankie and Johnny F.L., Am. L.
MPG - 174	Bible: Literary Heritage
MPG - 201	The Greeks: In Search of Meaning 9, W.L.
MPD - 563	Haiku
MPD - 291	Literature Appreciation: How to Read Biographies 9, Br. L.
MPD - 347	Paul Laurence Dunbar: American Poet Am. L.
MPD - 827	Poetry - So Many Kinds C.W. 8-9, B.C., Am. L.
MPD - 485	Symbolism in Literature 9, B.C., S.S., N., Am. L.
MPA - 491	Unicorn in the Garden
MPA - 340	What is Poetry N.G., C.W. 8-9, B.C., Am. L.
MPD - 340	What's in a Story 7, 9, F.L., S.S., N.G., Am. L.

MEDIA/JOURNALISM

MPA - 600	History Brought to Life M.M.
MPD - 157	Newspaper Serves Its Community J.

MEDIA/JOURNALISM (Continued)

MPD - 678 Six Hours to Deadline: A Free & Responsible Press
J., M.M.

MPD - 156 Television Serves Its Community

READING INSTRUCTION

MPA - 289 Developing Reading Maturity: Understanding Style
9, S.S.

MPA - 242 Reading Improvement - Comprehension Skills
9, N.G.

MPA - 50 Reading Improvement - Defining The Good Reader
9, N.G.

MPA - 256 Reading Improvement - Effective Speeds
N. G.

MPA - 49 Reading Improvement - Vocabulary Skills
9, N.G., S.E.

MPA - 173 Reading Improvement - Word Recognition Skills
9, N.G.

STUDY SKILLS/VOCABULARY

MPS - 12 Alphabet Conspiracy

MPA - 657 Critical Thinking - Making Sure of the Facts
9, B.C., Adv. C., Am. L.

MPA - 700 Discovering Language: How English Borrowed Words
9, B.C., Br. L.

MPA - 658 Discovering Language: Varieties of English
9, B.C., I.C.

MPA - 704 Do Words Ever Fool You?
9, B.C., I.C., Adv. C.

MPD - 295 Effective Listening

STUDY SKILLS/VOCABULARY (Continued)

MPD - 828 English Language: Its Spelling Patterns

9, N.G., B.C.

MPD - 462 How to Use Reader's Guide

9

MPD - 826 Your Study Skills: How to Use a Textbook

S.E.

WRITING

MPD - 825 Effective Writing: Revise and Improve

9, C.W. 8-9, S.E., B.C., I.C., Adv. C.

MPD - 771 Holding Them Spellbound

MPA - 629 The Specific is Terrific

9, N.G., C.W. 8-9, S.E., Adv. C., I.C.

A COPY OF THE COMPLETE
30 PAGE FILM GUIDE MAY
BE OBTAINED FROM THE
AUTHOR.

APPENDIX D-5

ARTICULATED SKILLS--LANGUAGE ARTS, MATH, AND SOCIAL SCIENCE

APPENDIX D-5

February, 1976

To: Junior and Senior High School Principals and Departments--Language Arts, Social Science, and Mathematics
From: Lou Joseph, Area Superintendent
Subject: Identified Skills Needed by Students as They Progress from Junior to Senior High School In the Three Academic Areas of Language Arts, Social Science, and Mathematics

Three separate groups of teachers undertook a project to develop the articulation skills of students as they move from one level to another.

This is not an all-encompassing list, only the beginning. The District knows it has to develop a K-12 continuum of sequential skills.

This was a pilot attempt to evaluate the amount of time necessary and the number of personnel involved to develop a working pattern.

We solicit your suggestions and recommendations as you analyze the listed skills with your own lesson plans and objectives.

We are also asking each principal to make this a primary objective in their School Plan for 1976-77 to discuss and improve upon what has been submitted.

We hope this effort will clear the haze as to what is expected of junior high youngsters by high school staffs.

ORANGE UNIFIED SCHOOL DISTRICT
IDENTIFIED ESSENTIAL SKILLS: INTRODUCTION

In order to provide a sound, high-quality education for youngsters, it is imperative that a school district develop essential minimum sequential skills which articulate upon each other as the student progresses from grade to grade.

Although it is expected that each teacher will teach the identified essential minimum skills, it is also recognized that the classroom teacher will go beyond the skill areas to meet the varying and complex learning needs of individual pupils. The identified skills are intended to be used only as a nucleus for annual lesson planning, not the complete educational program.

Essential minimum skills were developed for those students achieving at grade level as identified through standardized tests. Obviously, the classroom teacher will need to adapt the skills to the slower as well as the faster learner. The essential minimum skills listed, then, are to be used as a vital guideline in the development of semester and/or annual objectives, utilizing the classroom teacher's professional acumen in the planning of daily and weekly units and lessons.

Because skills have been identified on 8-10 grade level, the teacher can be knowledgeable of those skills taught and learned in the pupil's previous grade, as well as those skills to be taught in the present grade in preparation for the following grade level. It is hoped that this will help to prevent gaps and overlaps in every youngster's total educational experience as they progress from grade to grade. When followed by the teacher, the essential skills will lend credence to sequential learning and better articulation of programs both vertically and horizontally.

In order to help the classroom teacher as much as possible, each subject area is divided into the following:

Definition:	Definition of the subject area.
Essential Minimum Skills:	A list of essential skills, by grade level, which each student achieving at or above grade level will be expected to learn.

Exposure Skills: Skills to which students are exposed but are not expected to master until the appropriate grade level, and/or ideas and suggestions of ways in which to apply the skills learned to practical situations. This procedure reinforces the need and use of the skill.

Resource Materials: Suggestions of resource materials available to the teacher in teaching the various skill areas.

It is hoped and intended that the identification of essential skills will be an aid to each classroom teacher and will provide for him/her a better opportunity for articulation with other grade levels within the district.

LANGUAGE ARTS

Definition: Language Arts is the study of reading, spelling, literature, composition, debate, dramatics, etc., that are taught with the aim at developing the learner's comprehension of written and oral language, as well as his use of it for communication and expression.

GRADE 8:

GRAMMAR

Essential Skills	Exposure
A. Identify the 8 parts of speech.	A. Identify and use compound, complex, and simple sentences.
B. Conjugate both regular and irregular verbs.	B. Review the concept of verb-subject agreement.
C. Identify declarative, interrogative, imperative, and exclamatory sentences.	C. Review the concept of pronoun-antecedent agreement.

GRADE 8, continued:

Essential Skills	Exposure
D. Inflect adjectives to show comparison in the positive, comparative, and superlative degree.	D. Identify adverbial and adjectival phrases.
E. Distinguish between a direct object and a subject complement.	E. Learn function of parts of speech in a sentence.
	F. Conjugate verbs in perfect tense.
	G. Identify the infinitive forms of the verb.
	H. Use quotation marks correctly.
	I. Illustrate correct punctuation with the comma.
	J. Differentiate between a phrase and a clause.
	K. Identify and use correctly pronoun case.
	L. Use homonyms correctly.

LITERATURE

Essential Skills	Exposure
A. Identify the four methods of characterization used by an author: 1. Physical description of the character 2. The character's speech and behavior 3. The reactions of other characters 4. The character's thoughts and feelings.	A. Continue to work with the short story as a genre.

GRADE 8, continued:

Essential Skills	Exposure
B. Determine relative importance of setting in a story. Identify plot, simple irony, humorous exaggeration, and foreshadowing in a story.	B. Identify mood, theme, satire, symbolism, figurative language, and, imagery in a literary work.
C. Identify points of view in a literary work differentiating between first person and third person.	C. Identify third person omniscient as a point of view from which an author may choose to narrate a story.
D. Distinguish between narrative and lyric poetry.	D. Read at least two books and make an analysis of books identifying techniques of plot, setting, conflict, and characterization.
	E. Evaluate events to predict outcome.
	F. Define and use words from context of stories read.

SPELLING AND VOCABULARY

A. Spell correctly, in dictated form, at least 100 words selected at random from a district adopted grade level spelling list.	A. Learn spelling rules.
B. Recognize and use at least 50 words from a district adopted grade level vocabulary list.	

STUDY SKILLS

A. Identify and use the three types of cards in the card catalog.	A. Practice organizing and summarizing material by taking notes and by outlining.

GRADE 8, continued:

Essential Skills	Exposure
B. Locate specific information in a given reference source. C. Master technique of outlining.	B. Use dictionaries, glossaries, and footnotes in determining meaning. C. Continue to use different kinds of reference materials that are available in the library. D. Use bibliographical skills and forms. E. Use the dictionary to determine pronunciation. F. Use the dictionary to find the meaning of words. G. Organize notes and assignments for individual classes.
ORAL LANGUAGE	
A. Reinforce skills from previous grade levels.	A. Identify speeches from three major categories: persuasion, information, and opinion. (This could be in form of oral report.) B. Develop the ability to separate statements with evidence in personal presentation of oral discussion.
WRITTEN LANGUAGE	
A. Write a five-sentence expository paragraph, developing and supporting a thesis statement-	A. Practice outlining a composition before writing it. B. Continue to experiment with different forms of poetry.

GRADE 8, continued:

Essential Skills	Exposure
	C. Practice establishing a thesis about a story that has been read, and attempt to support the thesis in an organized paper, using examples from the story to support the thesis.
	D. Write a five-paragraph theme using the concepts mastered in the five-sentence paragraph.
	E. Become more aware of the five senses in relation to writing.
	F. Learn to distinguish between abstract and concrete words and ideas.
	G. Have some experience in the concept of parallel construction.
	H. State, in writing, simple cause and effect relationship.
	I. Compose sentences using direct and indirect quotes.
	J. Self-edit compositions.
	K. Identify and use transitional words and phrases.

READING

Any student who continues to fall two grade levels or below in reading ability or is identified by the reading specialist as having remedial reading difficulties will still receive individualized reading instruction.

GRADE 9-10

	Essential Skills	Exposure
GRAMMAR		
	A. Understand the concept of verb-subject agreement.	A. Identify and use simple, compound, complex, compound-complex.
	B. Understand the concept of pronoun-antecedent agreement.	B. Identify methods of sentence expansion: modification, subordination, and coordination.
	C. Identify the infinitive form of the verb.	C. Study the parts of the sentence and their relationship with each other.
	D. Be consistent in usage of verb tense.	D. Identify phrases and clauses by function.
	E. Correctly identify and use pronoun case.	E. Conjugate complex verb forms.
		F. Review usage rules of punctuation and capitalization.
LITERATURE		
	A. A basic understanding of the differences between such literary genre as short story, novel, poetry.	A. Have extensive reading experiences and learn the techniques of literary analysis.
	B. Will have a basic understanding of the elements of plot, theme, literary techniques, and literary terms and their function in particular works.	B. Gain appreciation for good literature as a basis for broadening his understanding of life.

GRADE 9-10, continued

ORAL LANGUAGE

Essential Skills	Exposure
A. Use evidence in personal presentation of oral discussion.	A. Understand logical methods of thought through oral discussion.

WRITTEN LANGUAGE

Essential Skills	Exposure
A. Outline a composition before writing.	A. Continue to experiment with different kinds of poetry.
B. Establish a thesis and attempt to support the thesis in an original paper.	B. Become more aware of the five senses in relation to writing.
C. Write a simple paragraph theme using the concepts mastered in the five-sentence paragraph.	C. Continue to study parallel construction.
D. Learn to differentiate between abstract and concrete words and ideas.	D. Compose sentences using direct and indirect quotes.
E. State, in writing, simple cause and effect relationship.	E. Practice using internal punctuation.
F. Learn to self-edit compositions.	F. Use the techniques of transition in writing composition.
G. Differentiate between formal and informal styles of writing.	G. Understand the concepts of unity, coherence, and emphasis in writing a composition.
	H. Study concepts of usage as related to tone, diction, and style.
	I. Distinguish differences between formal written language, standard English, colloquial, and slang.

GRADE 9-10, continued:

Essential Skills	Exposure
SPELLING AND VOCABULARY	
A. Spell correctly, in dictated form, at least 200 words selected at random from a district adopted spelling list.	A. Study spelling rules.
B. Recognize and utilize at least 100 words selected from a district adopted word list.	B. Develop vocabulary skills such as Greek and Latin roots, word attack skills, prefixes and suffixes.
C. Be familiar with vocabulary used in literary selections.	
STUDY SKILLS	
A. Organize and summarize material by taking notes by outlining.	A. Continue to practice using library reference materials.
B. Use of dictionaries and encyclopedias.	B. Research and manuscript techniques of a term paper.
C. Use the components of a book, i.e. introduction, preface, table of contents, appendix, index, glossary, notes, bibliography.	
D. Select reference appropriate to a given title or topic of subject.	
E. Demonstrate research skills by compiling materials in support of a thesis statement.	

READING

Any student who falls two grade levels or below in reading ability or is identified by the reading specialist as having remedial difficulties will receive individualized reading instruction.

SOCIAL SCIENCE

Definition: Social Science is the study of man and his interaction with his environment.

CONCEPT: How the world's physical features affect how and where people live.

	Essential Skills	Skills Application
GRADE 7		
A.	Identify and interpret population, climates, resources, political, and physical maps. (4)	A. On a map of an imaginary country showing geographical features, label appropriate terms from skills list.
B.	Define basic geographic terms, such as: 1. Tundra 2. Steppe 3. Fjord 4. Source of river 5. Delta 6. Mouth of river 7. Tributary 8. Canal 9. Strait 10. Elevation	B. Create your own imaginary country using the necessary geographic terms.
C.	Identify the major climatic regions of the world. (5)	
GRADE 8		
A.	Identify the U.S. time zones.	A. Write a paragraph about a physical feature that affected the development of the United States--such as mountain ranges, desert, river valleys.
B.	Identify geographic features as they have related to the development of the United States. (4) (5)	B. Plan a bike trip within the United States showing geographical features encountered.

Concept: Growth and interrelationships of world civilizations.

Essential Skills	Skills Application
GRADE 7	
A. Indicate a knowledge of Social Science research skills. (5)	A. Demonstrate research skills by writing a research paper or constructing a model.
B. Identify the contributions to western civilization of each of the following: Sumerians, Babylonians, Greeks, Egyptians, Romans, Renaissance, Middle Ages, Exploration and Enlightenment.	B. Construct a time-line relevant to the period studied.
GRADE 8	
A. Outline and prepare notecards for oral presentations. (5)	A. Prepare a 3-minute oral presentation using a visual aid.
B. Demonstrate the ability for notetaking from texts and lectures. (5)	B. Write a research paper about one of the historical periods.
C. Demonstrate the use of research skills: cross reference, periodical guide, bibliography. (5)	
D. Review Exploration and Colonization.	
E. Relate major causes and effects of the following periods in United States history: (5) 1. Constitutional 2. Westward expansion 3. Civil War and Reconstruction	

4. Industrialization
5. Progressive Era
6. World War I
7. Depression
8. World War II
9. Modern Era (Korea, VietNam, Space Age)

Concept: Application of economic principles to historical and contemporary societies.

	Essential Skills	Skill Application
GRADE 7		
	A. Recognize the causes and effects of economic inequalities among world societies. (5)	A. Group simulation games that involve inequalities and class discussions about solutions and possible outcomes.
GRADE 8		
	A. Define economics as the study of the production and distribution of goods and services.	A. Written assignment--class discussion, relate geographical origin of family members and determine reasons for relocation.
	B. Explain the law of supply and demand.	
	C. List the causes and effects of economic sectionalism in the United States.	

Concept: How divergent political systems within the world have evolved and how they function.

Essential Skills	Skill Application
GRADE 7	
A. Be able to identify concepts as practiced by contemporary and historical governments. 1. Democracy 2. Communism 3. Fascism 4. Absolute monarchy	A. Compare and contrast, by means of a retrieval chart, differences in democratic, communistic, fascist, and socialistic political systems.
GRADE 8	
A. Indicate a general awareness of the elements of the United States Constitution.	A. Write a class constitution and compare it with the United States Constitution. B. Classroom trial. C. Role-play the 4th Amendment, arrest procedures, and civil rights guarantees.

Concept: Influences of peer group interaction and importance of a feeling of self-worth.

Essential Skills	Skill Application
GRADE 7 & 8	

A. Psychology is not taught as a separate subject on the 7th and 8th grade levels. However, it is expected that the teacher will incorporate values, morals, and positive attitudes in all phases of the social science curriculum. In addition, activities should allow for the continuous building of the students' interpersonal relations and self-esteem.

Social Anthropology
Concept: Dynamics of social stratification in past and present civilizations.

	Essential Skills	Skill Application
GRADE 7		
A.	Identify the social classes found in world history (nobles, common people, slaves, etc.)	A. Make a chart or write a paragraph showing differences in terms of behavior, responsibility, social strata, and life style of social classes.
B.	Recognize the significance of social mobility within a culture and cite examples.	
GRADE 8		
A.	Describe the elements involved in determining social stratification in the United States.	A. Given a list of ethnic groups that are commonly stereotyped, ask students to describe those people--what kind of person--they would expect to meet. Evaluate the results with the class.
B.	Cite examples of religious, economic, and ethnic prejudices in development of the United States.	

World Geography

Concept: World Geography involves the interrelationships that exist in the social and physical sciences as they pertain to fundamental geographical factors. The emphasis is placed on economic, political, and social development.

GRADE 9

A. Introduction

1. Demonstrate the ability to utilize geographical terminology in practical application.
2. Define and demonstrate an awareness of the scope of geography.
3. Show capability in using geographical tools, such as maps, globes, lines of reference for the purpose of locating and identifying physical features.

B. Weather & Climate

1. Show the significance of the 3 strata of the atmosphere (troposphere, stratosphere, ionosphere).
2. Describe the elements of causation involved in climatic differences (air pressure, ocean currents, topography, etc.) and utilize this knowledge to distinguish the climatic regions of the world.

C. Land Forms

1. Describe the geographical composition of the earth.
2. Account for the process of formation and re-formation of land forms and differentiate among the various types (mountains, plateaus, plains, etc.)

D. Natural Resources

1. Describe and explain the significance of animal, plant, and water resources available to man.

E. Cultural Influences of Geography

1. Analyze the effects of geography on the political, economic, and social conditions of nations and/or regions of the world.

World Cultures
Concept: World Cultures is a comparative cultural study of (A) Asia, the Middle East, and Africa, and (b) Latin America and Europe (both Western and Eastern--with emphasis on the Soviet Union and satellites) based on the following: The historical, geographical, political, economic, religious, philosophical, scientific, anthropological, sociological, psychological, and artistic contributors and contributions to their countries.

GRADE 10

MATHEMATICS

GRADE 8

Essential Skills	Suggested Skill Application
A. Whole Numbers	
1. Review of previous work.	
B. Rational Numbers	
1. Recognition	
a. A rational number as a number that can be expressed as the quotient of two integers where the divisor is not zero.	a. Making circle graphs of the use of tax dollar with fractions, percent, and degrees of circle.

GRADE 8, continued:

Essential Skills	Suggested Skill Application
b. Relationship of rational numbers to the other sets of numbers previously studied.	b. Word problems of interest on car loans and discounts from newspapers.
c. The various forms of expressing a rational number.	c. Start savings account with simulated deposits and withdrawals on a weekly basis for the year.
d. The multiplicative inverse of non-zero rationals.	d. Figure discounts from newspaper articles.
	e. Find 1/2 or 1/4 of measured length of board (e.g. 1/2 of 4-3/8")
2. Operations	
a. All arithmetic operations with fractions.	a. Use percentage to find discounts of various sale items.
b. All arithmetic operations with decimals.	b. Use banking problems to determine interest, rate of interest, principal.
c. Combine arithmetic operations of decimals and fractions.	
d. Percentage problems 1. Percent greater than 100. 2. Three types (5% of 6 = , what % of 6 is 5, 5% of what is 6). 3. Simple interest. 4. Discount. 5. Change any fraction to a percent.	

GRADE 8, continued:

Essential Skills	Suggested Skill Application
C. Irrational Numbers	
1. Recognition	
a. Distinguish between rational and irrational numbers.	
2. Operation	
a. Use of tables	
b. Finding square root by computation.	
D. Integers	
1. Recognition	
a. Absolute value of a number as a distance from zero on a number line (with use of symbol).	a. Work problems dealing with temperature changes.
b. Numbers and their opposites with reference to the number line.	b. Devise games with addition of negative numbers.
c. Various symbols to denote multiplication and division: 8 x 7 = 8 7 = (8)(7)= 8(7) = (8) 7; (7)8 - 8 7 = (1/7)8	

GRADE 8, continued:

Essential Skills

2. Operations
    a. Add, subtract, multiply, and divide.
    b. Order of (with or without parentheses).
    c. Review of 7th grade skills.

E. Number Theory

1. Recognition
    a. Use of distributive property.
    b. Use of additive inverse as related to subtraction of integers & rationals.
    c. Use of multiplicative inverse as related to negative integers & rations--multiplicative inverse of $-5 = -(1/5) = \frac{-1}{5} = \frac{1}{-5}$
    d. Use of closure property.
    e. Use of addition & multiplication property of equality.
    f. Review of 7th grade skills.

2. Operations
    a. Order of operations of reals involving parentheses.

Suggested Skill Application

a. Solve simple word problems involving all four basic operations.

GRADE 8, continued:

Essential Skills	Suggested Skill Application
F. Sets	
1. Recognition	
a. Solution or truth sets.	a. Represent the different sets of numbers in our numeration system with a picture of the sets and subsets of those numbers.
b. Rule, roster, graph representation of sets.	
G. Number Sentences	
1. Recognition	
a. Procedure for solving first degree equations with one variable in one member involving one or more of the following: 1. Combining like terms. 2. Removing grouping symbols. 3. Addition property of equality. 4. Multiplication property of equality.	a. Create word problems that can be set up to be equations.
2. Operations	
a. Solve as described above.	a. Translate simple word problems into open equations.

GRADE 8, continued:

Essential Skills	Suggested Skill Application
H. Geometry	
1. Recognition	
a. Measurement	
1. Distinguish between congruence and equality of geometric figures.	1. Use different size containers to find their actual volumes.
2. Classification of quadrilaterals.	2. Find area of mark off field areas.
3. Distinguish between a figure, its interior & exterior regions.	3. Have students guess lengths and then measure them.
4. Of cylinders, cones, spheres, rectangular solids, pyramids, and their parts.	4. Measure each person with metric measurements.
2. Operation	
a. Measurement	
1. Find circumference and area of a circle.	
2. Find volumes of cylinders, cones, spheres, rectangular solids, pyramids.	
b. Use of Pythagorean Theorem	

GRADE 8, continued:

Essential Skills | Suggested Skill Application

J. Graphing

1. Recognition

   a. The graph of a linear equation in one or more variables as a line.
   b. A graph as a pictorial representation of solutions of open sentences.

K. Terminology

Absolute value, discount, square root, like terms, rule, roster, 1st degree equation, binary, solution set, open and closed sentences, linear equation, inequalities, number sentence.

GENERAL MATH ACTIVITIES

1. Choose a stock from one of the stock exchanges. Make a graph of its "ups and downs" for a month or two.
2. Graph the daily absentee rate at your school and try to develop projections.
3. Have students guess the Dow Jones average for the end of the year after showing them the trends over the last few years.
4. Run survey projections from a sampling of one class as related to 6 classes.
5. Run tape interview with bank official answering the question of student on checking or savings plans.
6. Compare paying 18% loan to 10% and 12% loan. Find out which businesses usually charge 18% on their charge accounts.

TERMINOLOGY

1. Closed sentence--a numeric sentence that is either true or false and has no variables; e.g., $3 = 5 = 10$ (false)
2. Coordinate system--a pictorial representation of a set of ordered pairs or triples.
3. First degree equation--an open sentence with variables having exponents of "one."
4. Formula--a rule expressed as an equation.
5. Inequalities--a sentence stating that one quantity is greater than ($>$), less than ($<$), or not equal to ($\neq$) another quantity.
6. Integers--the set of numbers $\{. . . -3, -2, -1, 0, 1, 2, 3 . . . ,\}$ or the set of whole numbers and their opposites.
7. Irrationals--numbers that are not rational.
8. Linear--the measurement of one dimensional figures or expressions of the 1st degree.
9. Like fractions--fractions with the same denominator.
10. Natural numbers--see counting numbers.
11. Number sentences--two phrases connected by signs of equality or inequality; e.g., $3 > 2$.
12. Open sentence--a sentence containing a variable; e.g., $x + 3 = 5$.
13. Operation--performing $+$, $-$, $\times$, $\div$, on a set of numbers.
14. Rationals--the set of numbers that can be written $\frac{a}{b}$ where a is an integer, b is an integer, not zero.
15. Ray--part of a line that has one end point and goes on without end in one direction.
16. Real numbers--the union of the set of rational and irrational numbers.
17. Solution set (truth set)--a set of all elements that make a sentence true taken from the universal set.
18. Term--a general word associated with addends, minuend, and subtrahends; e.g., $7 + 5 - 3$ is a phrase in three terms.
19. Zero--emphaseze that 0 is a whole #--it is not equivalent to the empty set.

APPENDIX E

CHAPTER 4, OBJECTIVE 3

APPENDIX E

APPENDIX E-1 Page 419

Student Attitude Survey

APPENDIX E-2 Page 421

Principals Survey--Elementary and Junior High

APPENDIX E-3 Page 425

Elementary Principals Bulletin on Parent Orientation Night at the Junior High

APPENDIX E-4 Page 430

Student Ambassadors

APPENDIX E-5 Page 432

Activity Director Meeting

APPENDIX E-6 Page 436

Six-Year Study Plan--Junior to Senior High

APPENDIX E-7 Page 447

Articulation Survey Form

APPENDIX E-8 Page 450

Interest Class Survey List

APPENDIX E-9 Page 453

Senior High Parent Orientation Night

APPENDIX E-10 Page 455

Parent Request for Conference

APPENDIX E-11 Page 457

Senior High Activity Directors Meeting

APPENDIX E-12 Page 460

Grade Level Elementary Transition

APPENDIX E-1

STUDENT ATTITUDE SURVEY

APPENDIX E-1

ORANGE UNIFIED SCHOOL DISTRICT

ARTICULATION QUESTIONNAIRE

Soon you will be entering junior high school. It is the intent of our school district to make this event a smooth transition in your educational experience. In order for us to accomplish this, would you please answer the following questions? Thank you. Mr. Joseph, Area Superintendent

1. What do you feel or hear about the junior high? _____

_____

What influenced you in this thinking? (e.g., older brother or sister, friend at junior high school) _____
Rumors, older brothers and sisters

2. Do you want to participate in: (please circle)

Athletics	Yes 40	No ___
Student Government	Yes 8	No ___
Clubs	Yes 10	No ___
Music	Yes 6	No ___
Other	Pep Squads (15)	

3. Have you attended a junior high activity this year?
Yes 52 No 45 If yes, please list: _____
athletic games and music concerts

4. Would you like to go to the school and meet some of the teachers? Yes 52 No 45

5. Do you want to find out more about the subjects being offered? Yes 57 No 20

6. Does your present teacher speak about the junior high?
Yes 15 No 60 If yes, what way? _____
It will be harder.

7. Do you feel the academic work ahead of you will be more challenging? Yes 78 No ___ Why? _____

_____

8. Please suggest what you would like to see done to assist you in this transition: _____

_____

February 1976

APPENDIX E-2

PRINCIPALS SURVEY--
ELEMENTARY AND JUNIOR HIGH

APPENDIX E-2

PRINCIPAL'S SURVEY
TRANSITION TO JUNIOR HIGH

WHAT CONCERNS OR ATTITUDES DO 6TH GRADERS HAVE TOWARD JUNIOR HIGH?

1. For many students, there is a fear that they will be entirely lost in junior high.
2. Some teachers and parents use junior high as an ogre to frighten 6th graders into doing better as they say junior high teachers will not be able to help them.
3. Some students are afraid that they will be beaten by gangs, etc.
4. Surprisingly, lockers are a prime concern--P.E. and outside.
5. There is concern over schedules and time to get from class to class as well as the location of classes.
6. Most concerns are eliminated within the first 1 or 2 weeks.
7. Some think of it as overwhelming in that they will become separated from their friends.
8. There is a lack of "big brother" or "big sister" attitude for the coming year.
9. There is some anxiety and anticipation of "better things to come."
10. Students also have concerns regarding class schedules, P.E., lockers, grading, and teacher adjustment.
11. Educate parents with even more realistic expectation for the child, in addition to unlocking lockers and showers.
12. Parent-student-teacher rap sessions: parents want to know the teachers.
13. Another concern involves departmental programs and different teachers each period.
14. Girls are concerned about dressing out for P.E. and showering.
15. The overall bigness of the school and the activities frighten some.
16. How to get to classes and where they are located are two questions students have.
17. How to "conquer" lockers (opening them in time between classes) is a problem.
18. Students don't know what to expect of older students and teachers (many negative rumors abound).
19. There is fear of harrassment by groups.
20. There is concern with academic expectation.

21. From the departmental meeting, it was found that there is concern over many teachers and communication.
22. There is a need to give pupils a very positive feeling about what to expect.
23. There is awe, fear, and apprehension.
24. There is also excitement and enthusiasm.
25. Some junior high kids go to the elementary playground occasionally--maybe junior high kids should make positive visits somehow.
26. Parents probably worry more about the 7th grade adjustment than the kids do.
27. Most are ready and anxious to go.
28. Music and athletic programs excite some.
29. There is apprehension, but most students look forward to junior high.

WHAT CAN ELEMENTARY SCHOOL OR JUNIOR HIGH DO TO ALLEVIATE THESE CONCERNS?

1. Have counselors come to the school and meet with teachers and students.
2. We don't really have an articulation problem with the students, just with curriculum and teachers.
3. 6th graders seem to enjoy having junior high students accompany the junior high counselors on the registration visit.
4. Maybe junior high kids should make positive visits somehow.
5. Visitation with big brother or sister might be an idea.
6. Teacher-advisor in non-evaluative, supportive role.
7. Better communication and more visitations.
8. An on-going dialogue between principal and the teachers at each level to select pupils.
9. Some assemblies--the ones we have now are helping.
10. A program of parent orientation--efforts have been made and should continue and be stepped up.
11. Junior high leaders could visit classrooms--boys meet with boys and girls with girls.
12. Have a discussion with parents, teachers, and students to be more aware of these concerns.
13. Caution teachers and parents about making junior high a frightening experience.
14. Have programs and discussion groups from the junior high visit the sixth graders and discuss with them their concerns.
15. Orientation program is now good. However, there are many ways to improve. Perhaps letters and open communication between teachers at elementary and junior high levels.

16. More orientation efforts besides a visit by counselors and a visit to campus--have teams of junior high students "rap" with sixth graders.
17. Invite 6th graders to more events on junior high campus.
18. Have representatives of the groups visit the 6th graders.
19. Staff members or students explain the system.
20. Describe procedures for safety and health.

APPENDIX E-3

ELEMENTARY PRINCIPALS BULLETIN ON PARENT ORIENTATION NIGHT AT THE JUNIOR HIGH

LA VETA SCHOOL
February 24, 1976

PARENT INFORMATION BULLETIN

CALENDAR

Tuesday, February 24 . . . . PROJECT AMERICA! at McPherson Junior High Cafetorium 7:30 P.M. (see below).

Tuesday, March 2 . . . . Municipal Elections, 7.00 A.M. to 7:00 P.M. "Class of the Day" for Rooms 71 and 72, 9:30 A.M.

Wednesday, March 10 . . . . . Orientation meeting for sixth graders and their parents at McPherson cafetorium at 7:30 P.M.

PROJECT AMERICA!

The sixth grade classes of La Veta School proudly present "Project America!" tonight at McPherson Junior High cafetorium. The program will begin at 7:30 P.M. and will last approximately one hour. This is a La Veta tradition, made even more appropriate by this bicentennial year. All parents and friends of La Veta students are invited to attend.

(Reminder to sixth graders and their families: participants should arrive at the entrance to the cafetorium at 7:20 P.M. Boys should wear nice pants and shirts. Girls should wear long dresses. Red, white, and blue colors should be worn if they have them. Nothing special should be purchased . . . use only what you already own.

PRINCIPAL'S MESSAGE

1. First, may I offer a "plug" for the efforts which the McPherson staff has made with respect to orientation for our sixth graders (see below). I have found them to be very eager to tailor these efforts to the needs of our students, and feel that they have really gone out of their way to plan a program which will be worthwhile. I hope our sixth grade families will take advantage of their efforts.

2. I also wish to express appreciation to the parents of La Veta School who have attended our "Class of the Day" programs. Your participation in these meetings (when your child's class is involved) is most appreciated, as are the comments, suggestions, and concerns you have expressed. Such participation helps me get to know the interests and concerns of our community, and truly helps us involve you in the evaluation of what we do at La Veta School.

3. Don't forget to vote in the municipal elections next Tuesday. Unfortunately, municipal elections often do not get the voter "turnout" they deserve. Three City Council seats are up for election. As this constitutes a majority of our Council, this election will have a significant effect on the development of our city in the next several years. I encourage all citizens to make that very little effort which is required to review the information which came with your ballot. learn a little about the candidates, and vote on March 2.

BICENTENNIAL T-SHIRTS

Remember that the P.S.S.T. is taking orders for T-Shirts with various bicentennial themes printed on them. These shirts are on display in the office and available for order through March 1. Order forms were previously sent home with all students. The first orders should be delivered to school today or tomorrow.

McPHERSON ORIENTATION FOR SIXTH GRADERS

McPherson Junior High has cooperated with its "feeder" elementary schools to develop a comprehensive program of orientation of incoming sixth grade students. McPherson counselors will visit our sixth grade classes on March 2 and March 3 to discuss registration procedures, and there will be an orientation for sixth graders and their parents at 7:30 P.M. on Wednesday, March 10.

In addition, there are several meetings between our sixth grade teachers and McPherson teachers for the purpose of curriculum articulation between levels.

Registration materials must be returned to our school by Friday, March 12, to help McPherson plan for next year. Early registration is important if they are going to be able to offer the kinds of courses which are of interest to our students. Be sure to attend the orientation for parents for more information.

FAMILY PHOTO NIGHT

The response by La Veta families to the survey regarding family photos was tremendous. Our P.S.S.T. is planning now for this event. It may be necessary to schedule the picture taking for two evenings in order to accommodate all requests. More information will be coming soon.

SHOPPING BAG RECYCLING PROJECT

The Canyon Hills School for the trainable mentally retarded in Orange is developing a shopping bag recycling project. As part of their sheltered workshop-training program, they are collecting, stenciling, and redistributing the sacks commonly used by markets for your groceries. Instead of throwing them away, won't you save them for this most worthwhile project?

Send all that you have to school on Friday, February 27, and we will forward them to the Canyon Hills School . . . and thank you for your efforts!

PET COSTUME AND KITE DESIGN CONTESTS

"The City" shopping center in Orange is sponsoring a "Pet Costume Parade and Contest" on Saturday, March 20; and a "Homemade Kite Design Contest" on Sunday, March 21. For information on categories, prizes, and times, please call the Promotions Office at 634-0741 if you are interested.

FS:lk

MC PHERSON JUNIOR HIGH SCHOOL
333 South Prospect
Orange, California
997-6256

March 1, 1976

Dear Parents of Sixth Grade Students:

In the very near future your child will be completing the sixth grade and looking forward to Junior High School.

To help you in this planning, we invite you to attend a pre-registration orientation meeting in our cafetorium on Wednesday, March 10, 1976, at 7:30 p.m. At this time various programs of study will be reviewed.

We invite students to attend with their parents.

Please complete the following steps:

1. Attend the orientation meeting.
2. Discuss with your youngster those subjects that you feel appropriate for his future education.
3. Fill in the Registration Sheet, completing all information requested.
4. Return the completed sheet to the sixth grade teacher within three days.

It is important to understand that this pre-registration leads to a permanent scheduling of electives; therefore, we urge your serious consideration and cooperation in enabling us to schedule your child satisfactorily.

Sincerely,

Louis Alvarez
Principal

MC PHERSON JUNIOR HIGH SCHOOL
Parent Orientation Night
March 10, 1976
7:30--9:30

7:30 Welcome, Introductions — Mr. Alvarez

Mr. Miller	Assistant Principal
Mr. Fisher	Counselor
Mrs. Lee	Counselor
Mrs. Gebhard	Nurse
Mr. Lynch	Art Department Chairman
Mr. Edgerton	I.A. Department Chairman
Mr. Harmston	Music Department Chairman
Ms. Kloman	Math Department Chairman
Mr. Woodworth	Science Department Chairman
Mr. Decker	BPE Department Chairman & Athletic Director
Mrs. Hayden	GPE Department Chairman
Mr. Grauer	Business Education Department Chairman
Mrs. Ryan	Special Education Department Chairman
Mrs. Boyce	Media Specialist
Ms. Villareal	Foreign Language Department Chairman
Mr. Cummings	Social Studies Department Chairman
Mr. Bridges	Language Arts Department Chairman
Mrs. Wittmann	Reading Department Chairman
Mrs. Davis	Honors Department Chairman

7:35 Adapting to the Jr. High School . . . . . Mr. Miller

7:40 Scheduling & Registration Overview . . . Mrs. Lee & Mr. Fisher

7:45 Nursing Services . . . . Mrs. Gebhard

7:50 Girls' Athletic Program . . . . Mrs. Hayden

7:55 Boys' Athletic Program . . . . Mr. Decker

8:00-8:30 Parents
A. Slide Presentation
B. Informal discussions with department chairmen in cafetorium

Students: Campus tours by Servi Celts. Meet with tour leaders outside the cafetorium.

Note: attendance was 270 parents and students plus the faculty staff and service people--over 300 people--very well attended.

APPENDIX E-4

STUDENT AMBASSADORS

APPENDIX E-4

TO THE PARENTS OF ______________________ May 6, 1976

Your son/daughter has been recommended to me to serve as a Student Ambassador. Our Student Ambassadors assist in our Grade 6 orientation program. They will be taken to our various elementary feeder schools to relate to prospective junior high school students their experience in our academic and extra-curricular programs.

The schedule of visitations is listed below. Your signature indicates that your child has your permission to participate.

Lou Alvarez

LaVeta	May 13	10:30-11:30
Parkside	May 12	10:30-11:30
Prospect	May 12	1:30- 2:30
Jordan	May 27	10:30-11:30

____
Parent Signature

APPENDIX E-5

ACTIVITY DIRECTOR MEETING

APPENDIX E-5

STUDENT ACTIVITIES MEETING, SANTIAGO JUNIOR HIGH

February 10, 1976

Present:

Frank Boehler, Activity Director, Santiago
George Day, Assistant Principal, Cerro Villa
Henry Enruquez, Assistant Principal, Santiago
D.J. Ferris, Activity Director, McPherson
R. David Gunderson, Assistant Principal, Portola
John Ikard, Principal, Santiago
Louis Jackson, Activity Director, Peralta
Preach Lyeria, Activity Director, Cerro Villa
Mike Torino, Activity Director, Portola

1. Fund Raising Activities
   - a. Candy Sales--seem to be less successful than ever.
   - b. Swap Meets--most successful fund raiser at Peralta
   - c. Bike-a-Thon--P.F.O.--nice route--one Saturday--made good money ($1,000)
   - d. Magazines--very poor--poor P.R.
   - e. Raising cost of Student Body Card not practical from standpoint of P.R. and being worth it to the student
   - f. Carnival?
2. Officials for Sports Activities
   - a. Should Student Body Fund pay for them? Consensus is no. Money should be provided for programs that district requires to provide. Support from district needs to be increased.
   - b. Athletics will contribute $1,000 per school for boys, $500 for girls.
3. Job Description
   - a. Review and decide whether the High School description is adequate for Junior High School or do we need a separate description.
   - b. Job description is merely a guideline and will be interpreted by the building Principal. Job description of a broad general nature was suggested.
   - c. Time allowed (1 period) is not enough; however, full time is unrealistic.
     - (1) 50% load might be accepted (3 period teaching, 3 period student activities, 1 period conference)
     - (2) Time off more important than stipend.

   d. Committee formed to study problem. Frank Boehler to chair the committee. Revised blue lined job descriptions due in Frank Boehler's office by Friday, February 20.

4. Cheerleader Uniforms

   a. Guidelines need to be set
      (1) Should be 9th grade privilege
      (2) Send feedback to Mike Torino by February 20.

5. School pictures

   a. Should we bid the entire district?
   b. Explore and express opinions. Send to D.J. Ferris by February 20.

6. Articulation

   a. Is there a need to have articulation between high school and junior high school? Yes. Should be a mid-year meeting between H.S. and J.H.S. directors.
   b. Minimum cooperation would be on calendar items.
   c. High School clubs and presentations at the Junior Highs should be better coordinated.
   d. Should discount be given for J.H.S. Student Body Cards at H.S. activities?

7. Activity Information for 6th graders

   a. Send packets which are given to students at 6th grade orientation for registration to George Day by February 20.
   b. Include a list of things you don't do that you would like to do.

8. Activity Information for 9th graders

   a. High School does a pretty good job
   b. Mid-year meeting mentioned earlier will help coordination.

9. Meetings

   a. One at beginning of each quarter.
   b. Meetings to be on conference periods. Conference periods to be coordinated.
   c. Rotate location from school to school.
   d. High School Activity Director to come to 3rd quarter meeting for articulation.

10. Next meeting at Cerra Villa, Tuesday, March 9, at 3:30 p.m. Preach Lyerla will report on the CADA Convention.

George

APPENDIX E-6

SIX-YEAR STUDY PLAN--
JUNIOR TO SENIOR HIGH

ANTIAGO JUNIOR HIGH SCHOOL

JOHN IKERD
PRINCIPAL

515 N. Rancho Santiago Blvd.
Orange, California 92669
Telephone: (714) 997-6366

Today I had the opportunity to speak with . The purpose of this visit was to plan for Junior/Senior School using interests, achievements and aptitudes in this planning. Some of the results are listed below.

Career Choice

1.______________________________

2______________________________

Major Interest

1.______________________________

2.______________________________

This planning is not permanent or unchangeable. As you know, young people do and will change their minds frequently, especially in the area of life-long careers or occupations. The intent was to help students in their planning.

This visit was the first of several that will be held during your child's stay at Santiago Junior High School.

I would like very much to have the opportunity to visit with you regarding program.

Please feel free to call any time.

Sincerely,

Counselor

Enclosure: Tentative Jr./Sr. High Program

ORANGE UNIFIED SCHOOL DISTRICT

Junior Senior High School Planning Sheet

7	8	9	10	11	12	Col. Req.
ENGLISH	ENGLISH	ENGLISH	LANGUAGE ARTS	LANGUAGE ARTS	LANG. ARTS (E)	
W/CIV	U.S. HISTORY	URBAN STUDIES	MOD. WORLD HIST	U.S. HISTORY	GOVT. ECONOMICS	
MATH	ALGEBRA MATH	MATH ALG ALG IA GEOM	MATH ALG ALG IB GEOM	(E)	(E)	
PHYSICAL EDUCAT	PHYSICAL EDUCAT	PHYSICAL EDUCAT	PHYSICAL EDUCAT	PHYSICAL EDUCAT	(E)	
SCIENCE	INDUSTRIAL ARTS HOMEMAKING	(E)	STATE REQUIR. (E)	(E)	(E)	
(E)	(E)	(E)	(E)* P/ARTS	(E)* P/ARTS	(E)* P/ARTS	
(E)	(E)	(E)				

Proficiency (9th grade level)

Reading ( )
Math ( )
Science ( )
Composition ( )

Survival Skills

1. ______________
2. ______________

Social Security
( ) Yes ( ) No

Summer School and Work Experience Credit

______________ ______________
______________ ______________
______________ ______________

MILITARY ( )

JR. COLLEGE ( ) ST. COLLEGE ( )

WORK ( ) CAREER CHOICES (1)______________(2)______________

BUSINESS & TECHNICAL UNIV. ( )
TRAINING ( )

ABBREVIATIONS:
(E) = Elective classes
Wk/Exp = Work Experience
P/Arts = Practical Arts 15 units
Agriculture, Shop, Arts, Drama, Homemaking, Music

____

____

JLH/75

JUNIOR HIGH SCHOOL COURSE OF STUDY

REQUIRED PROGRAM

Seventh Grade

1. English
2. Western Civilization
3. Mathematics
4. Physical Education
5. Science

Year Semester

6. ____or____/____
7. ____or____/____

(Choice of 2 Electives)

Eighth Grade

1. English
2. United States History
3. Mathematics
4. Physical Education
5. Practical Arts

Year Semester

6. ____or____/____
7. ____or____/____

(Choice of 2 Electives)

Ninth Grade

1. English
2. Urban and 20th Century Studies
3. Mathematics
4. Physical Education

Year Semester

5. ____or____/____
6. ____or____/____
7. ____or____/____

(Choice of 3 Electives)

5 Units of Art and 5 Units of Music are Required Some Time During the 7th, 8th, or 9th Grade

ELECTIVE PROGRAM

Seventh Grade

Year Courses

Developmental Reading
Reading
French I
Spanish I
Advanced Boys Glee
Advanced Girls Glee
Beginning Boys Glee
Beginning Girls Glee
Beginning Instruments
Cadet Band
Concert Band
Intermediate Band
Intermediate Choir
String Orchestra

Semester Courses

General Art
Reading
Introduction to Economics
Introduction to Industrial Arts
Advanced Boys Glee
Advanced Girls Glee
Beginning Boys Glee

Eighth Grade

Year Courses

Arts and Crafts
Developmental Reading
Reading
Spanish I
Spanish II
French I
French II
Algebra I
Advanced Boys Glee
Advanced Girls Glee
Beginning Instruments
Cadet Band
Concert Band
Intermediate Band
Intermediate Choir
Concert Choir
String Orchestra
Vocal Ensemble
Home Economics 8
Exploratory Industrial Arts
Investigating the Earth
Introductory Physical Science

Ninth Grade

Year Courses

Art I
Arts and Crafts
Crafts I
Clerical Service
General Business
Developmental Reading
Photo Journalism
Journalism
Reading
French I
French II
French III
Spanish I
Spanish II
Spanish III
Drafting I
World of Construction
Algebra I
Algebra IA
Geometry
Advanced Boys Glee
Advanced Girls Glee
Beginning Instruments
Cadet Band

PROMOTIONAL REQUIREMENTS

JUNIOR HIGH SCHOOL

For a student to receive the Certificate of Promotion, 210 semester units must be taken to include the following:

SOCIAL STUDIES to include:		30
Western Civilization	10	
United States History	10	
Urban and 20th Century Studies	10	
ENGLISH to include:		30
English - 7th Grade	10	
English - 8th Grade	10	
English - 9th Grade	10	
MATHEMATICS		30
Math 7	10	
Math 8	10	
General Math 9 or Algebra or Geometry	10	
SCIENCE		10
Science 7	10	
PRACTICAL ARTS		10
ELECTIVES		60
PHYSICAL EDUCATION		30
ART		5
MUSIC		5
Total Semester Units		210

Exceptions to these requirements may be made by the principal

ELECTIVE PROGRAM
Continued

Seventh Grade

Semester Courses

Beginning Girls Glee
Beginning Instruments
Cadet Band
Concert Band
Advanced Reading
General Music
Intermediate Band
Intermediate Choir
String Orchestra

Eighth Grade

Year Courses

Photo Journalism

Semester Courses

Arts and Crafts
Creative Writing
Reading
Advanced Reading
Advanced Boys Glee
Advanced Girls Glee
Beginning Instruments
Cadet Band
Concert Band
General Music
Intermediate Choir
Intermediate Band
Concert Choir
String Orchestra
Current Affairs
Personal Typing
Speaking Techniques A
Photo Journalism
Communication Technology I
Communication Technology II

Ninth Grade

Year Courses

Concert Band
Concert Choir
Intermediate Band
Intermediate Choir
String Orchestra
Vocal Ensemble
Investigating the Earth
Introductory Physical Science
Teacher Assistant

Semester Courses

Arts and Crafts
Art I
Crafts I
General Business
Personal Typing
Typing I
Typing II
Creative Writing
Photo Journalism
Journalism
Drama Workshop
Reading
Beginning Foods
Beginning Clothing
Chef
Basic Industrial Arts
Advanced Boys Glee
Advanced Girls Glee
Beginning Instruments
Cadet Band
Concert Band
Concert Choir
General Music
Intermediate Band
Intermediate Choir
String Orchestra
Wood IA
Metals IA
Communication Technology I
Communication Technology II
Communication Technology III

Current Affairs
Reading

9th Grade Academic and Vocational Guidance

The counselors will meet with each 9th grade student on an individual basis during the spring semester. The goals of the conference are designed to:

1. Make students aware of past academic records.
2. Make students aware of senior high school course requirements.
3. Make students aware of how grade point average is computed.
4. Make students aware of the importance of academic and vocational course work.
5. Provide each student an opportunity to plan courses through the 12th grade.
6. Inform students of regional occupational programs.
7. Inform students of university, college and junior college requirements.
8. Provide students with a personal record of their secondary school experience which can be updated, yearly.
9. Allow students time in the career center, if desired to obtain additional occupational information.

During the conference each student will complete the academic planning sheet as shown below:

Mc PHERSON JUNIOR HIGH SCHOOL

NAME ______________________ DATE ______________

7th Grade

	F	S
English		
Western Civ.		
Math		
P. E.		
Science		
Elective		
Elective		
Average		

8th Grade

	F	S
English		
U. S. History		
Math		
P. E.		
Shop/Hmkng.		
Elective		
Elective		
Average		

9th Grade

	F	S
English		
Urban Studies		
Math		
P. E.		
Elective		
Elective		
Elective		
Average		

10th Grade

	F	S
Soph. English + One Eng. Elective		
Mod. World History		
P. E.*		
State Requirements + One Elective		
Elective		
Elective		
Average		

11th Grade

	F	S
English Electives		
U. S. History		
P. E.*		
Elective		
Elective		
Elective		
Average		

12th Grade

	F	S
Social Studies		
P. E.*		
Elective		
Elective		
Elective		
Elective		
Average		

High School

*Language Arts 25 credits required

*P. E. 20 credits required in 10-11 or 12th

*Math 10 credits required

*Science 5 credits required

SUMMER SCHOOL AND WORK EXPERIENCE CREDIT

____

____

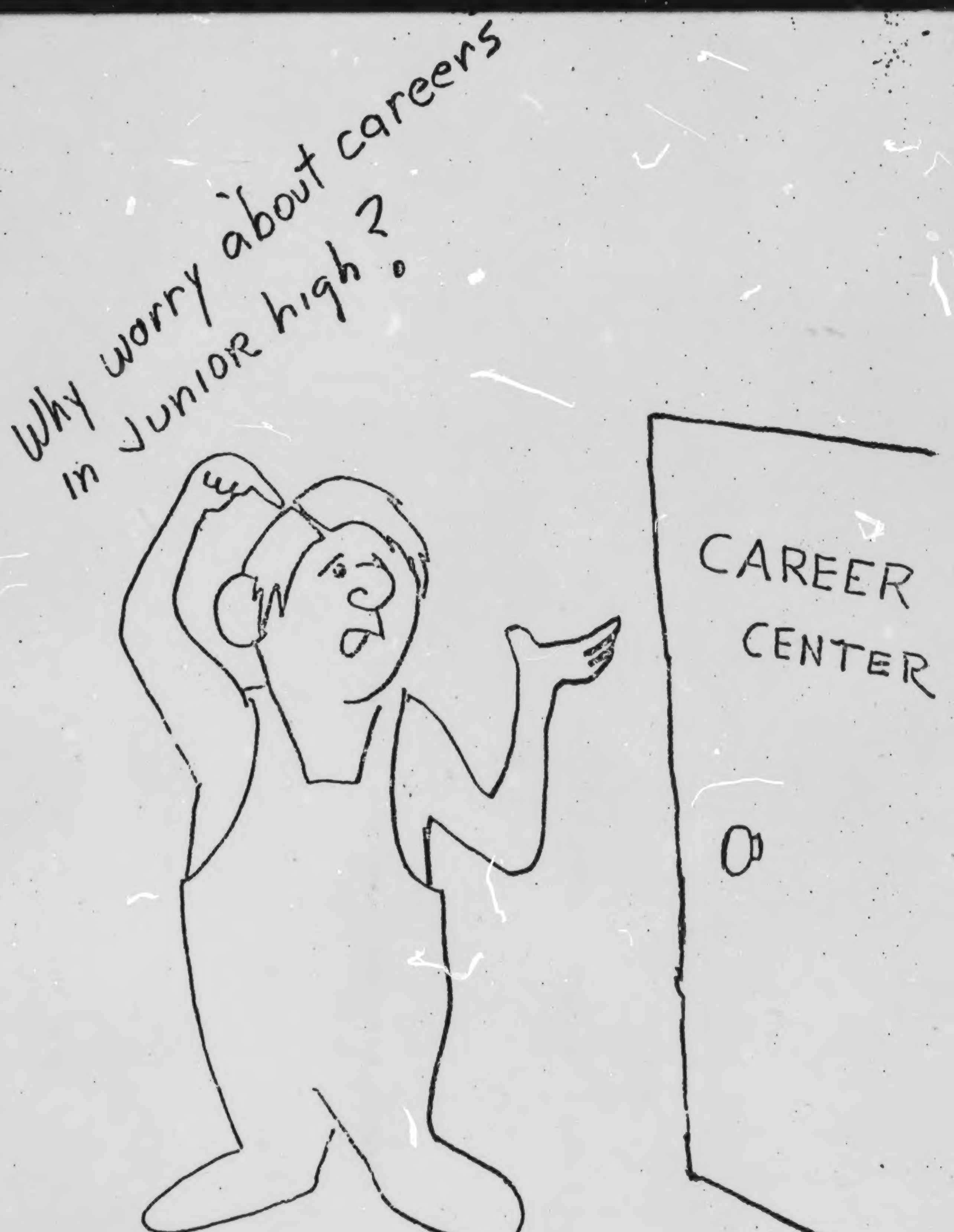
____

GRADE POINT AVERAGE

I. A = 4 points
B = 3 points
C = 2 points

II. Add all points

III. Divide by number


Why worry about careers in Junior high?
CAREER CENTER

EDUCATIONAL PLANNING

Now is the time to decide whether you plan on obtaining a job immediately after high school, go on to junior college, go on to a four-year college, or go on to some specialized school. Remember, college is only one of many possibilities for additional education beyond high school. Below is a list of possible higher education for you.

Higher Education

1. Universities

Universities are composed of several schools or "colleges." For example, the University of California has its College of Agriculture, College of Applied Arts, College of Engineering, College of Letters and Science, etc. The University of California entrance requirements are:

a. United States History (1 year)
b. Foreign Language (2 levels of the same language)
c. Two years of mathematics (Alg. 1 and Plane Geometry)
d. One year of Laboratory Science (taken in the junior or senior year)
e. One additional year of mathematics, or an additional year of the same language or two additional years of another language, or an additional year of laboratory science.
f. Three years of English (4 years of English and 1 year of Typing I recommended by Orange High School.)

The University of California selects those whom it admits from the top 12 ½% of all graduates of California public high schools.

Students eligible for admission must earn a grade point average of at least 3.0 (B) in the courses used to meet the subject requirements (see a - f above.) All freshmen must submit scores from the following examinations of the College Entrance Examination Board:

(1) The Scholastic Aptitude Test.

(2) Three Achievement Tests, which must include:

  (a) English composition.
  (b) Social Studies or Foreign Language.
  (c) Mathematics or Science.

The competition for entrance is very keen and you should seriously consider if the university is your best choice.

2. Colleges

   a. State Colleges

   There are state colleges within driving distance of Orange--California State College at Fullerton, and California State College at Long Beach. State colleges offer a four-year and five-year program, leading to Bachelor's and Master's degrees. The major function of these schools is to offer teacher education, education for occupational competence, liberal education and pre-professional education.

   Students earning grade point average above 3.2 are eligible for admission to California State Colleges. Students earning grade point averages below 2.0 are not eligible for admission. Students earning grade point averages between 2.0 and 3.2 must pass the college entrance tests (Scholastic Aptitude Test or American College Testing).

   Grade point averages are based on work completed in the last three years of high school exclusive of physical education.

   b. Private Colleges

   Private colleges such as Chapman College offer a four-year course in the arts and sciences, usually leading to a Bachelor of Arts or Bachelor of Science degree. One can specialize in one subject, such as, history, art, English, etc. Pre-professional training is also offered in such fields as law, medicine, theology, and education. For entrance requirements, see college catalogs.

3. Junior Colleges

Orange County has six junior colleges--Fullerton, Santa Ana, Orange Coast, Golden West, Cypress, and Saddleback. The courses offered fall into two broad categories, vocational or preparatory for further college work. The vocational courses offer specialized training in such fields as vocational nursing, machine shop, drafting, business, cosmetology, dental assistant, etc. Some of the preparatory courses offered are in the fields of engineering, education, pre-dentistry, pre-medicine, etc. Students may transfer to the state colleges and universities if a "C" average has been maintained for two years.

Name ______________________________

ACTIVITY PACKET #7

Rationale: If I can choose classes that I feel I can pass, that are interesting to me, and that will help me after high school, I might feel like school's doing something for me.

Objective: I will make a plan of classes for high school that is agreeable with my academic and career interests and abilities.

My Career Interests

Check your top interests according to the results of the California Occupational Preference System Inventory (COPS)

___Science professional
___Science skilled
___Technology professional
___Technology skilled
___Consumer economics
___Outdoor
___Business professional
___Business skilled
___Clerical
___Communication
___Arts professional
___Arts skilled
___Service professional
___Service skilled

I think this COPS evaluation is (circle one)
accurate   fairly accurate   incorrect

Specific careers I am most interested in:

____

____

____

My Achievement

Subject areas I do well in:

____

____

____

____

My Abilities

___to work independently
___to get along with people
___to make decisions
___to organize and plan
___to lead other people
___to perform physical activities
___to write
___to do routine work
___to perform technical tasks

____

____

My tentative career goal is ______________

The education and/or training I will need is as follows: ______________________

Courses which will be helpful to me are: ______

____

My high school course of study is: (circle one)
vocational   general   college prep

I can plan a program of classes with the above goal in mind...and with the knowledge of these requirements:

Graduation Requirements

a. Social Studies .... 30 credits
  ___Mod. World History (10)
  ___U.S. History (10)
  ___American Democracy or Comparative Political Systems (5)
  ___Other Senior Social Studies elective (A.D., C.P.S., Comm. Lab., Contemporary Amer. Prob., Economics, Social Psychology) (5)
b. Language Arts .... 25 credits
  ___Sophomore English
  ___Four other semester electives (no more than two from Group C)
c. Mathematics .... 5 credits
  ___Senior High Mathematics (or demonstrate an 8.0 grade proficiency on a test
d.___Science .... 5 credits
e.___State Requirements 5 credits
f.___Physical Education 20 credits (required of sophomore and junior students)
g.___Reading .... 5 credits or demonstrate an 8.0 grade proficiency level on a test

University of California Requirements
(include work taken in the 9th grade)

___a. U.S. History or 1 semester U.S. History and 1 semester A.D. or C.P.S. .... 10 credits
___b. English .... 30 credits
___c. Mathematics (Algebra and Geometry)................. 20 credits
___d. Laboratory Science (taken in 10th, 11th or 12th) ...... 10 credits
___e. Foreign Language (one language) 20 credits
___f. An advanced course from one of the following:............ 10 credits
Math.: Algebra II/Trig.
Foreign Lang.: One additional year in the same language offered in (e) or two years in another language
Lab. Science: One year completed subsequent to science offered in (d)
g. Electives: A minimum of an additional 50 credits

My High School Plan

9th Grade Credits ___

Tenth Grade (1st semester)

____

____

____

____

____

____

Eleventh Grade (1st semester)

____

____

____

____

____

____

Twelfth Grade (1st semester)

____

____

____

____

____

____

Tenth Grade (2nd semester)

____

____

____

____

____

____

10th Grade Credits ___

Eleventh Grade (2nd semester)

____

____

____

____

____

____

11th Grade Credits ___

Twelfth Grade (2nd semester)

____

____

____

____

____

____

12th Grade Credits ___

Total Credits ___

1/20/76 for Class of 1978

____
Counselor

____
Date

APPENDIX E-7

ARTICULATION SURVEY FORM

APPENDIX E-7

ORANGE UNIFIED SCHOOL DISTRICT

ARTICULATION QUESTIONNAIRE

Soon you will be entering senior high school. It is the intent of our school district to make this event a smooth transition in your educational experience. In order for us to accomplish this, would you please answer the following questions:

1. What feelings and attitudes do you have of becoming a 10th grader? ____________________

   ____

   What influenced you in this thinking? (e.g., older brother or sister, friends at senior high school)

   ____

2. Do you plan to participate in: (please circle)

Athletics	Yes	No
Student Government	Yes	No
Drama	Yes	No
Clubs	Yes	No
Pep Squads	Yes	No
Music	Yes	No

3. Have you attended a senior high activity this year? Yes No If yes, please list: ________

   ____

4. Would you like to visit the school and meet some of the teachers? Yes No

5. Do you wish to find out more about the subjects being offered? Yes No

6. Do your present teachers speak very much about the senior high? Yes No If yes, in what particular area does he/she speak? ________

   ____

7. Do you feel the academic work ahead of you will be more challenging? Yes No
Why? ______________________________

8. What myths, stories, or rumors do you hear about the senior high school? ______________________________
____
____

9. Please suggest what you would like to see done to assist you in this transition: ______________________________
____
____
____
____
____

Thank you!

APPENDIX E-8

INTEREST CLASS SURVEY LIST

APPENDIX D-8

9TH GRADE ORIENTATION DAY
EL MODENA HIGH SCHOOL
March 17, 1976

Circle the 3 classes you would like to visit, one for each time period. Your choices will be tallied. The top half of this sheet will be returned to you. It will serve as your admission ticket to the bus and to your classes.

12:50-1:05

	Room
Senior High Math	202
Computer Programming	202
Alg. IA, IB, I, II	201
Geometry	200
All Science classes	203
Drama	118
Speech	118
Reading Lab	105
Journalism/Annual	403
Typing	310
Bookkeeping	309
Recordkeeping	309
Foods	313
Art	302
Crafts	301
Ceramics	300
Wood Shop	500
Machine Shop	501
Metal Shop	501
Auto Shop	502
Band	401
Vocal Ensemble	400
French	108
German	111
Spanish	110

1:10-1:25

	Room
Senior High Math	202
Computer Programming	202
Alg. IA, IB, I, II	201
Geometry	200
All Science classes	203
Drama	118
Speech	118
Reading Lab	105
Journalism/Annual	403
Notehand	308
Shorthand	308
Business Machines	309
Foods	312
Jewelry	302
Crafts	301
Photo	303
Drafting	304
Machine Shop	501
Metal Shop	501
Auto Shop	502
String Orchestra	401
Chamber Singers	400
French	108
German	111
Spanish	110

1:30-1:45

	Room
Senior High Math	202
Computer Programming	202
Alg. IA, IB, I, II	201
Geometry	200
All Science classes	203
Drama	118
Speech	118
Reading Lab	105
Journalism/Annual	403
Typing	310
Bookkeeping	309
Recordkeeping	309
Dec. Home Arts	312
Family Living	312
Fashion & Pers.	312
Art	302
Crafts	301
Ceramics	300
Wood Shop	500
Machine Shop	501
Metal Shop	501
Auto Shop	502
Guitar	401
Concert Choir	400
French	108

Boys' Athletics will meet at 1:30 only in the following locations: Baseball, 204; Tennis, 107; Wrestling, 106; Basketball, Gym; Football, Gym; Track, Gym; and Cross Country, Gym. Girls' Gymnastics and Girls' Body Cond. will meet all three periods in the small gym.

1:45--Everyone report to the gym.

- -

NAME ______________________________

SCHOOL ______________________________

Write in the class and the room number you will be visiting:

12:50-1:05 ____

1:10-1:25 ____

1:30-1:45 ____

1:45 All students report to the gym.

RETURN THIS COMPLETED FORM TO YOUR HISTORY TEACHER.

APPENDIX E-9

SENIOR HIGH PARENT ORIENTATION NIGHT

APPENDIX E-9

EL MODENA HIGH SCHOOL

PARENT ORIENTATION NIGHT
March 17, 1976
7:30 p.m.

AGENDA

I. Flag Salute

II. Introductions . . . . Phil Stock

III. Principal's Welcome . . . . Ed Seal

IV. Graduation Requirements . . . . Connie Budgma

V. Department Chairpersons . . . . Lee Eastwood

  1. Language Arts
  2. Math
  3. Physical Education
     a. Girl's P.E.
     b. Boys' P.E.
  4. Practical and Fine Arts
  5. Science
  6. Social Studies

VI. Explanation of Pre-registration Forms . Al Pfeiffer

VII. Review Pre-registration Schedule
for Junior High Students . . . . . . Lloyd Robinette

VIII. Parents Visit Department Chairpersons and Counselors
for Questions and Answers

APPENDIX E-10

PARENT REQUEST FOR CONFERENCE

APPENDIX E-10

MC PHERSON JUNIOR HIGH SCHOOL
333 South Prospect
Orange, California
997-6256

TO: Parents of Ninth Grade Students

FROM: Counseling Department

SUBJECT: Individual Ninth Grade Student Conferences

All ninth grade students will be seen individually by their counselor sometime in April or May. At this time each student will complete a secondary school planning sheet using his/her transcript as a guide (see the January Parent Newsletter).

If you would like to sit in on your child's conference, please fill in this form and return it to the school via your child or by mail.

- -

I would like to be involved in the ninth grade counseling session with my son/daughter.

I prefer:

_____ Morning session TIME: __________

_____ Afternoon session TIME: __________

_____ Whenever you schedule my child.

APPENDIX E-11

SENIOR HIGH ACTIVITY DIRECTORS MEETING

APPENDIX E-11

March 15, 1976

TO: Mr. Lou Joseph

FROM: Ron Gardin, Director of Activities, El Modena H. S.

An overview of articulation needs in the area of student activities as a result of talks with the Activity Directors of Santiago and McPherson Jr. High Schools.

Santiago

The greatest concern of Mr. Lyerla was that there be a greater effort to inform the Santiago students of what was going on in government at the high school. Hand in hand with information was a need to encourage and enlist the participation of their proven leaders. Since many students feel that student government is a farce, we need to correct this image by more direct communication between our school leaders.

He gave me the names of students who were active in student government at Santiago and who would be contributors to the high school program. With these names our officers can contact those students and encourage them to run for offices in our spring elections.

Mr. Lyerla suggested that we set up a table at the "Shopping for Classes" evening for 9th graders and their parents to show them what student government does and what opportunities are available for those interested. We plan to follow his suggestion.

A second concern was the need for more information on major events scheduled at each of our schools. Perhaps we can better coordinate our activities so as not to compete with each other for audiences and/or participants.

We plan to send Santiago our monthly calendar as a start and have our publicity commissioner notify them personally of our major events.

Mr.Lyerla was unaware of the District Calendar that is printed each month, and so we expect that it will help keep him posted of other important events in the District.

In general, Mrs. Jackson felt that there is good articulation between-our schools. She is especially pleased with the GAA and the music programs.

There are two problems that need to be worked on, but they are not entirely within the scope of the Activity Director's job . . . however, I'm sure we can help:

1. McPherson has a problem with high school students going back to the junior high on minimum days. They interrupt and disturb the educational process.
2. The junior high students are sometimes a discipline problem at high school athletic events--especially football. A possible help would be to give their teachers free passes with a couple of them specifically assigned to supervision. ?? This idea needs to be developed, but it seems to have merit at first glance.

Other ideas that we will work on are:

1. Invite the McPherson ASB officers to El Modena to sit in on a Cabinet meeting. This will provide insight into how we run meetings, hopefully interest them in running for an office, and allow for student exchange of ideas and problems.
2. Encourage other areas and classes to exchange--both teachers and students.
3. Have a meeting once or twice a year of all Activity Directors.
4. I will send our calendar of events to McPherson so they can announce activities of special interest to their students.

APPENDIX E-12

GRADE LEVEL ELEMENTARY TRANSITION

APPENDIX E-12

LA VETA SCHOOL
May 10, 1976

TO: All Teachers

FROM: Mr. Shattuck

RE: CLASS LISTS FOR 1976-77

It is extremely important that we do a good job of forming our class lists for next year. If we do, you will have a manageable number of well-formed instructional groups, no more than your share of problem students, and groupings of students which reflect their total needs.

To do this, we will observe the following three-step plan:

1. Grade-level meetings (schedule below) to form tentative class lists.
2. Teacher review of those tentative lists before school is out.
3. Principal review of those lists to finalize before posting in September.

Schedule of Meetings:

Time	Date	Location	Teachers of Grades	Meet to Form Lists for Grade
3:00	5/20	20	K & 1	1
3:00	5/24	20	1 & 2	2
3:00	5/25	22	2 & 3	3
8:20	5/26	71	4 & 5 (ELP)	5 (ELP)
8:20	5/27	64	5 & 6 (ELP)	6 (ELP)
3:00	5/27	22	3 & 4	4
3:00	6/1	31	4 & 5	5
3:00	6/3	41	5 & 6	6

Guidelines:

1. Complete a "Placement Card" for every child in your room, even those who will not be returning to La Veta in September. See comments regarding the placement cards on the following page.

2. Bring these completed cards to the appropriate meeting as scheduled above.

3. Plan ahead for the meeting as scheduled so you can be sure to attend. There are virtually no other times when we can re-schedule these meetings.

4. Be prepared to discuss your children at these meetings. That is, we need to know their achievement and expectancy levels, their best reader placement for September, who should be separated from whom, etc.

5. Know yourself. That is, if we group three especially low, or high, students together, with which do you wish to work? Do you like to work with students who are especially creative in art? with those who are divergent thinkers? with those who need lots of remedial help? etc.

6. The class lists which are formed at these meetings will be distributed to all teachers by Friday, June 4. You are invited to review lists for all grades and enter any comments you have, directly on those lists. I hope that you will feel free to indicate children who should be separated from another (you might know something from a previous year), those who have particular kinds of needs, etc.

7. These lists are confidential at this time and are not to be made available, or shared in any way, with anyone!

8. All lists must be returned to the office no later than 10:00 a.m. on Friday, June 11.

PLACEMENT CARDS

Name: Typed by office. Check for spelling. If child goes by another name, enter it with quote marks around it.

Levels: Ability - What is the child's potential for achievement in school?

Achievement - What does he produce (general, overall)?

Reading and Mathematics - Use columns as A, B, C, D, F.

Citizenship - Save "Very Low" for extremes.

Social Adjustment and Work Habits (K only) - Mark as for Reading and Math (above).

Reading Level: June - Check the level of the basic reader the pupil has finished or nearly finished at the end of the year.

Begin September - Check the level at which the pupil should begin. Should he go ahead to the next level or is he likely to need review?

Has Completed Basic Reader Entitled: Harper-Row, MacMillan, or Scott-Foresman only.

Separate From: We only have two or three classes. Be selective.

Case Study: Circle if child has been seen by school psychologist for learning or behavior problems.

Health: Check if on medication or has health problems that limit activity or need attention of classroom teacher such as vision and hearing. Explain on back of card.

R: Circle for retentions, and enter "R" in upper right-hand corner of card.

Boy: Circle for boys. We assume all others are girls.

Bus: Circle if pupil rides bus.

Behavior: Circle for "Very Low" citizenship group.

Leaving: Circle for those you are sure are leaving.

May Leave: Circle for those who indicate they may leave. Try to verify with parent when possible.

ORANGE UNIFIED SCHOOL DISTRICT
PLACEMENT CARD

NAME

Check if additional information is on back of card; ☐

From:	Teacher	Gd.	TO: Teacher	Gd.

A	Level	Very High	High	Average	Low	Very Low
	Ability					
B	Achievement					
	Reading					
C	Mathematics					
	Citizenship					

D	Reading Level	1-1	1-2	2-1	2-2	3-1	3-2	4-1	4-2	5-1	5-2	6
	June											
F	Begin Sept.											

Has completed basic reader entitled: ____________

R

Separate from: 1. ____________ 2. ____________

Index	RGP	Case Study	Health

BOY	BUS	BEHAVIOR	LEAVING	MAY LEAVE	X	Y	Z

OUSD 633500

ORANGE UNIFIED SCHOOL DISTRICT
PLACEMENT CARD

NAME

Check if additional information is on back of card; ☐

From:	Teacher	K	TO: Teacher	Gd. 1

A	Level	Very High	High	Average	Low	Very Low
	General Ability					
B	General Achievement					
	Reading Readiness					
C	Math Readiness					
	Social Adjustment					
D	Work Habits					

Discipline problem in room ________ on playground ________.

F

Separate from: 1. ____________ 2. ____________

Needs case study ______ Speech problem ______ Health problem ______

R

Add pertinent information: ____________

BOY	BUS	BEHAVIOR	LEAVING	MAY LEAVE	X	Y	Z

OUSD 633501

APPENDIX F

CHAPTER 5

APPENDIX F

APPENDIX F-1 Page 467

K-12 Evaluation of Articulation Model and Process

APPENDIX F-2 Page 478

McPherson and Santiago Visitation Day

APPENDIX F-3 Page 481

El Modena Staff Evaluation of Visitation Day

APPENDIX F-4 Page 483

Sixth Grade Teacher Evaluation

APPENDIX F-5 Page 489

Fall Evaluation of Tenth Grade Students at El Modena High

APPENDIX F-6 Page 495

Fall Evaluation of Tenth Grade Students at Villa Park High

APPENDIX F-7 Page 500

Fall Evaluation of Seventh Grade Students at McPherson Junior High

APPENDIX F-8 Page 505

Fall Evaluation of Seventh Grade Students at Santiago Junior High

APPENDIX F-1

K-12 EVALUATION OF ARTICULATION MODEL AND PROCESS

APPENDIX F-1

To: El Modena Attendance Area Staffs April 30, 1976
From: Lou Joseph, Area Superintendent
Subject: Evaluation of K-12 Articulation Process:
1975-76 School Year

The decentralization of our District into four attendance areas has created an awareness and need to develop an articulation model for the Orange Unified School District. Throughout the year, a concerted effort of activities, workshops, surveys, individual group conferences, development of materials have taken place to implement a much needed system of articulation.

Will you please take a few moments to complete this survey and assist us in evaluating what has been done?

Classroom Teachers:

1. Did the articulation model and process meet with your approval?

   Yes 75 No 22 N/R 3

2. Did interschool meetings help to bring about an understanding of concerns at each level?

   Yes 82 No 13 N/R 5

3. Prior to this year, had you given much thought or emphasis in your work to articulation?

   Yes 19 No 78 N/R 3

4. Do you feel that an awareness of articulation has been created this year by the emphasis given from the District?

   Yes 89 No 7 N/R 4

5. Did the initial list of science films arranged in primary, intermediate, and secondary seventh grade by subject area prove helpful to your classroom planning?

   Yes 15 No 0 (answered by science teachers only)

Elementary Teachers Only:

6. Did the elementary course of study benefit you?

   Yes 45 No 4

7. Did the elementary course of study create any changes in your teaching techniques or strategies?

Yes 32 No 17

If yes, how?

a. Made me "zero in" on objectives that were meaningful to the skill development of individual students.

b. Eliminated some overlap in materials.

c. Pretested students to find out what they remembered so we could go on from where they were.

d. Made me develop effective lesson plans.

e. Set standards and guidelines for me. No longer flying by seat of my pants. Knew what the objectives were and what was expected of me as a teacher.

f. Became tolerant with my fifth graders once I knew their expectations! My lesson plans had objectives which were at the level of understanding of my students.

g. Became knowledgeable of skills taught and learned in pupil's previous grade.

h. Helped me prepare youngsters for skills to be taught at the next grade level.

i. If I was weak in certain skill areas, I sought help from principal or other teachers.

8. Were you in agreement with the skills reflected in the elementary course of study?

Yes 44 No 5

Please list some significant changes and benefits that occurred from the articulation process this year:

a. Discussed children's weaknesses prior to receiving them for following year.

b. Elementary course of study gave perception of the K-6 expectations.

c. Increased understanding of problems and concerns at junior high school level.

d. Assisted in setting my lesson plan objectives.

e. Exhibited the need for a model and process to be developed.

f. Never gave much thought to articulation until this year. Will make me a better teacher. I will plan for a continuum of skills to be taught to my children.

g. Have gained many new ideas from our grade-level meetings with our reading resource teacher.

h. Never realized what was going on outside my classroom.

i. Have learned many techniques in instruction from talking to teachers.

j. Enjoy the climate of school much more. Know where I am going and feel a common-based friendship has been established among our faculty.

k. Our math continuum is undergoing study and rewriting. Have joined forces with junior high math people.

l. Has made me aware of the need to know what is being taught at the level below and above me.

If the articulation process in the District is to be successful, prioritize in order the person you feel to be most important in its implementation:

Area Superintendent	5
Building Principal	3
District Coordinator	4
School Department Chairperson/Resource Teacher	2
Classroom Teacher	1

Junior High Teachers Only:

9. Did the elementary course of study give you adequate background to the subject matter and skills required in math, science, language arts and social science?

Yes 28 No 2

10. Did the development of essential skills in math, language arts, and social studies assist you in teaching to an objective in your daily or weekly lesson plan?

Yes 26 No 4

11. Did you feel the meeting with sixth grade teachers was beneficial?

    Yes 28 No 2

12. Did you feel meeting with senior high school staff members was beneficial?

    Yes 26 No 4

13. Were your expectations of basic skills of elementary grade students at the level you felt they should be?

    Yes 9 No 21

    Were your expectations higher? Yes 17 No 4

    Were your expectations lower? Yes 4 No 17

14. Did the essential skills that were developed for junior high school students meet your expectations?

    Yes 24 No 6

    Were your expectations higher? Yes 3 No 3

    Were your expectations lower? Yes 3 No 3

15. Do you feel the meeting with the eleventh and twelfth grade teachers will prevent overlapping and duplication of material?

    Yes 17 Some 7 No 6

High School Teachers Only:

16. Do you feel the meeting with the eighth grade history teachers will prevent overlapping and duplication of materials?

    Yes 4 No 3 Some 20 (answered by social studies teachers only)

17. Were the expectations of essential minimal skills to your perception of the ability of junior high students?

    Yes 11 No 7

    Were your expectations higher? Yes 4 No 3

    Were your expectations lower? Yes 3 No 4

18. Did the reading list compiled in language arts change any of your second semester assignments?

Yes 2   No 6 (answered by language arts teachers only)

Do you wish to see a more complete reading list compiled in language arts?

Yes 8   No 0 (sent to language arts teachers only)

Junior and Senior High School Teachers:

19. Please list some significant changes and benefits that occurred from the articulation process this year.

    a. Understand each other's problems and discussed solutions cooperatively.

    b. Able to find our needs of junior high levels.

    c. Will do better job with students now that I know what I can expect of them in basic skills.

    d. Communication and sharing of ideas.

    e. Articulate learning experiences.

    f. Established priority in language arts coordination.

    g. Will place more emphasis on student responsibility in inquiry approach and research.

    h. Will emphasize more writing skills.

    i. Understand and appreciate the task of junior high teaching.

    j. Want to work toward more coordination and articulation.

    k. Reading list in language arts a neat start.

    l. Basically, the meetings have determined what things I will teach and what I won't teach.

    m. Will be more selective in material.

    n. Consider the needs of the students first.

    o. Plan to use more outside resources such as community people.

    p. Will be able to recommend effectively classes for the ninth grade students going into high school.

q. We are stressing a continuum of K-12 skills which will improve the learning experience of students.

r. Coordinators and district department chairpersons seem more organized and definite in objectives stated. They are giving us more assistance.

If the articulation process in the District is to be successful, prioritize in order the persons you feel to be most important in its implementation:

Area Superintendents	5
Building Principals	1
District Coordinators	4
School Department Chairpersons/Resource Teachers	2
Classroom Teachers	3

Building Principals:

20. Has the K-2 attendance area meeting helped bring meaning to the articulation process?

Yes 11 No 0

Please list some examples:

a. Benefits K-12 skill continuums are being developed in the major academic areas.

b. Has strengthened morale of my staff--we are all striving together to accomplish our objectives.

c. Better acquainted, feel like a team.

d. Open communication--particularly the roundtable at elementary level.

e. Problems discussed at all levels.

f. Made more aware of student problems at other levels.

g. We think on a K-12 basis.

h. Discussion of district guides in curriculum.

i. Questions are being asked, and we should be able to answer.

j. Being with them and sharing concerns and ideas.

k. Good atmosphere created for sharing of common problems.

l. See each other (K-12) more--within zones.

m. Increased awareness of problems at feeder schools.

n. I know the others a little better and feel that communication is taking place.

o. We have a closer understanding of common problems at all three levels.

p. Teachers need to articulate more than administrators.

q. We have a common understanding.

r. Most of the meetings are information giving and not problem solving!

s. Better understanding of unique needs at different levels.

t. Allowed discussion and airing of needs.

21. Has the K-12 attendance area meeting challenged you to become more knowledgeable and aware of levels above and below you?

Yes 11 No 0

22. Have the K-12 attendance meetings increased meaningful communication about students and curriculum between administrators?

Yes 10 No 1

23. Has the articulation process increased meaningful communication between administrators and teachers?

Yes 8 No 3

24. On a scale of 1 to 5, how successful in your school do you feel the model contributed to articulation?

1--very much--3
2--very--6
3--average--1
4--very little--1
5--little--1

25. Does the articulation model meet with your approval?

Yes 10 No 1

26. If the articulation process in this District is to be successful, prioritize in order the position you feel to be most important in its implementation:

Area Superintendent	5
Building Principal	1
District Coordinator	4
School Dept. Chairperson	3
Classroom Teachers	2

Coordinators, DDC & Reading/Resource Teachers:

27. Has the K-12 articulation process met with acceptance by the department chairpersons and reading/resource teachers?

Yes 10 No 1

28. Please list benefits that have occurred in your area:

a. Has given us a start to coordinate K-12 scope sequence and materials within a high school feeder area.

b. Has increased communication between various levels, departments and programs in our District.

c. Has enabled us to have an exchange of information procedures and ideas in both directions.

d. Been in District 18 years--first bona fide attempt to ensure continuity and quality of curriculum without overlap or gap.

e. Has influenced me to begin to become a change agent in my area.

f. Am very pleased with our beginning this year.

g. Has begun the process of creating and maintaining a sequential program beginning in the primary grades and continuing through the secondary levels.

h. Has stressed the fact that communication will open many areas to be discussed and that a shared plan of activities can take place.

i. Brought about competing based skills at junior and senior high school levels.

j. Developed film guide in science curriculum.

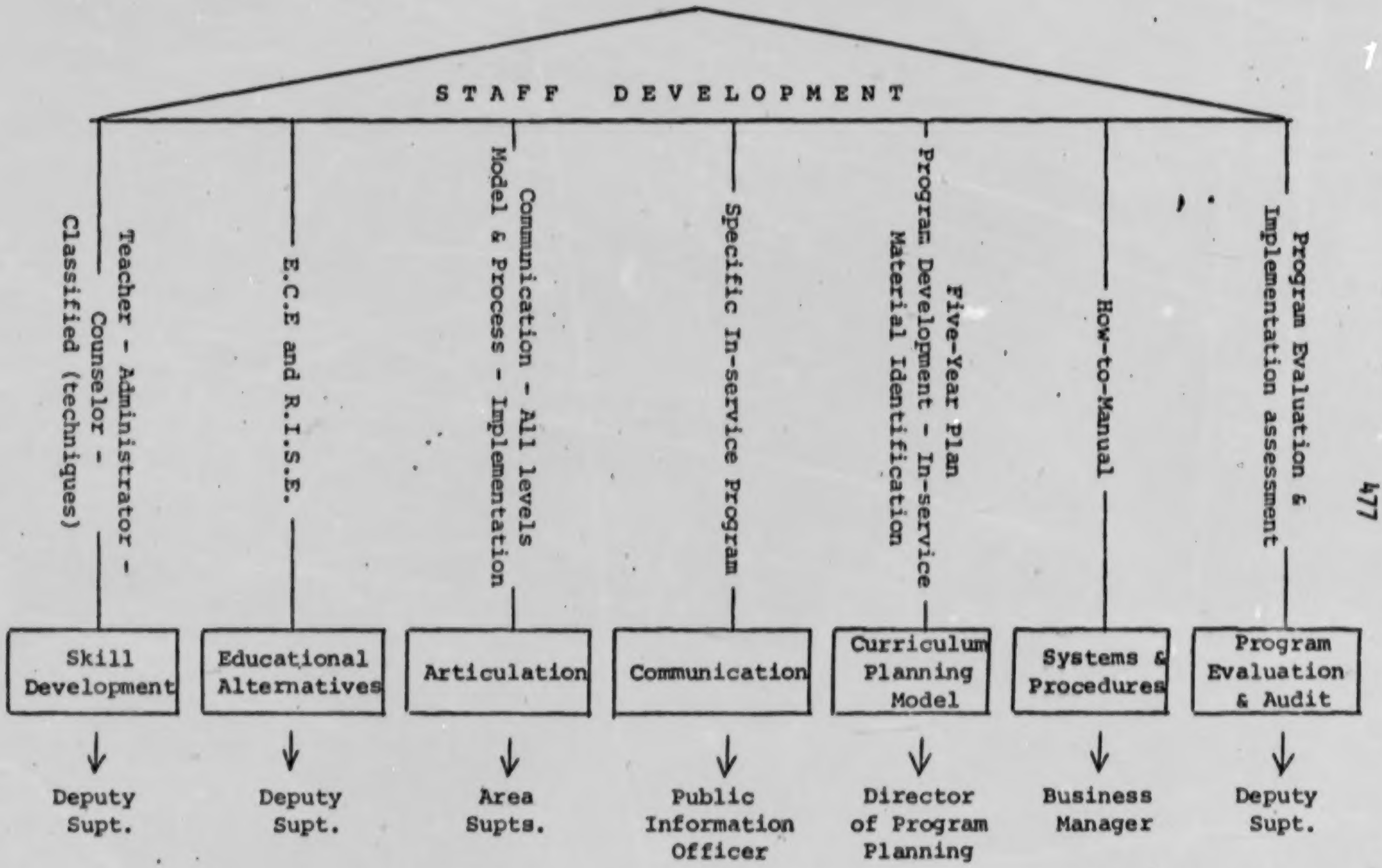
k. Developed elementary course of study to assist teachers.

l. Developed reading list in language arts department.

m. Brought junior and senior high (eighth grade and eleventh grade) teachers of history together to discuss subject area and content to be covered at each level.

30. Do you feel the articulation process will assist in the development of K-12 continuum skills?

Yes 11 No 0



	Teacher - Administrator - Counselor - Classified (techniques)	E.C.E and R.I.S.E.	Communication - All levels Model & Process - Implementation	Specific In-service Program	Five-Year Plan Program Development - In-service Material Identification	How-to-Manual	Program Evaluation & Implementation assessment
	Skill Development	Educational Alternatives	Articulation	Communication	Curriculum Planning Model	Systems & Procedures	Program Evaluation & Audit
Responsible Person	Deputy Supt.	Deputy Supt.	Area Supts.	Public Information Officer	Director of Program Planning	Business Manager	Deputy Supt.

Adopted
4/19/76

Office of the
Superintendent

APPENDIX F-2

MCPHERSON AND SANTIAGO VISITATION DAY

APPENDIX F-2

To: Santiago & McPherson Ninth Grade Students
From: El-Modena Counseling Staff
Subject: Evaluation of Your Visitation Day

1. The visitation day helped me select the classes I wanted for next year. Yes 96 No 28

2. The visitation was interesting. Yes 116 No 8

3. Fifteen minutes for each session was sufficient. Yes 72 No 42

   If you answered no, please indicate why:

   I wanted to ask more questions.
   Teachers need more time to explain.
   We were still discussing when the bell rang.
   Most of the teachers had more to say.
   I didn't get to discuss the programs with the teachers personally.
   I had already fixed my schedule.
   Should have one-half hour to fully explain.

4. I prefer the high school teachers coming to the junior high rather than students visiting El Modena High. Yes 6 No 116

5. Three class sessions were sufficient. Yes 47 No 68

   If you answered no, please indicate why:

   Other classes I was interested in.
   I would have liked at least two more.
   I would like to see more classes.
   I wanted to find out about more things for a career.

6. Should we add or delete any portions of the assembly? Yes 26 No 56

   If yes, please state why:

   Classes were too short.
   Make it shorter and more classes instead.
   More emphasis on classes, not spirit.
   Didn't like singers.
   Add more introductions of people and more of what they do--too much band and music stuff.

It would be better to spend the entire time in classes.
I didn't like the singing.

7. Please give any suggestions you have to improve the visitation day for next year:

See more classes.
Do it before we have to register.
Didn't have enough time to ask questions and look around.
Give a chance to visit four of five classes.
Visiting better than a lecture.
No--because we registered before going.
Let us visit before we pick classes.
I wanted to see more of my classes.
Provide refreshments.
Have the high school students in session so we can see how the class is held.
Glad high school students weren't there.
More periods--assembly was excellent, especially sophomore chear leaders.
Have more periods so you can find out about a lot of different things.
Talk more about school activities.
Longer activities.
Check the passes--too many kids going to wrong classes.
More about how the school runs and more about all activities.
More and longer periods and little or no assembly.
In the classes, show more rather than tell it.
No assembly--more classes.

APPENDIX F-3

EL MODENA STAFF EVALUATION OF VISITATION DAY

APPENDIX F-3

To: El Modena High School Staff Members
From: Phil Stock, Assistant Principal, P.P.S., El Modena High School
Subject: Evaluation of March 17 Student Visitation to El Modena High School

1. Do you feel the time in the classroom was sufficient?
   Yes ___ No ___

   If you answered no, please indicate why: __________
   ____

2. Do you think this type of student orientation is preferable over teacher visitation to the junior high schools? Yes ___ No ___

3. Did you find that the students were in the correct classrooms? Yes ___ No ___

4. In your opinion, were three sessions sufficient?
   Yes ___ No ___

   If you answered no, please indicate why: __________
   ____

5. Should we add or delete any portion of the assembly?
   Yes ___ No ___

   If yes, please state why: ______________________
   ____

6. Please give any suggestions you might have on the organization of the program: ______________________
   ____
   ____
   ____
   ____
   ____
   ____

Please return the evaluation to Mrs. Leyrer. Thank you.

APPENDIX F-4

SIXTH GRADE TEACHER EVALUATION

APPENDIX F-4

To: El Modena Staff
From: Phil Stock
Subject: Junior High School Student Visitation to El Modena--Results of Evaluation

We received forty responses to the evaluation of the junior high school student visitation to our campus. The results are as follows:

1. Do you feel the time in the classroom was sufficient?

Yes	32
No	6
No Answer	2

Comments:

Needed more time to talk to individual students.
Need for more demonstration time plus question-answer period.
Twenty-five to thirty minutes needed.
We needed a few more moments. Our area was a bit different. With demonstrations, the time flies.
We needed five more minutes since we're a "performing" area.
By the time the students found the room, the time was up.

2. Do you think this type of student orientation is preferable over teacher visitation to the junior high schools?

Yes	38
No	1
No Answer	1

Comments:

Yes, definitely.

3. Did you find that the students were in the correct classrooms?

Yes	33
No	4
No Answer	3

Comments:

Most of them.
Some were--some were not.
Did not check on this.

4. In your opinion, were three sessions sufficient?

Yes	34
No	6
No Answer	0

Comments:

Four would be better--more choice.
The students would become bored with more than three sessions.
Maybe one more--more exposure.

5. Should we add or delete any portions of the assembly?

Yes	7
No	28
No Answer	4

Comments:

Less talking--more performing.
Excellent presentation.
Please add a short drill team blurp since as many girls try out for drill team as Pep.

6. Should we do this again next year?

Yes	39
No	1

7. Please give any suggestions you might have on the organization of the program:

I liked the program as presented.
Put one person in charge from the beginning with all the facts. There were some changes late in the planning stages that affected some parts of the program.
Need to have the music students meet somewhere other than music room. Too much conflict with El Modena students getting ready for performance.
Give the organizers of this event an "A."

Group size should be limited to a reasonable number; were not enough places for them to sit. The overall program was very good.

I didn't know anything about it until that morning. I think more information should have been given to coaches so we could have prepared better.

Why don't we divide the sessions by departments? Lori and I covered the offerings in our department in addition to the class. That way, students would get more information about more departments. He had some of the same students at two sessions.

Have presentations grouped for department's presentations.

Excellent afternoon.

Nice job. Good feeling prevailed for junior high students--made them feel welcomes. One suggestion--have guides with some identification.

I liked it!

ORANGE UNIFIED SCHOOL DISTRICT
AREA SUPERINTENDENT'S OFFICE
EL MODENA-VILLA PARK

To: Sixth Grade Elementary Teachers May 28, 1976
From: Lou Joseph, Area Superintendent
Subject: Evaluation of Orientation of Sixth Grade Students to Junior High School

1. Were you satisfied with the orientation program for sixth graders this year? Yes 15 No 0

2. Do you feel it was more effective than previous years? Yes 12 No 0 N/R 3
(3 were not in district last year)

3. What were some of the positive effects you noticed?

   More exposure to administrators and faculty.
   Interest on part of District.
   Liked Mr. Joseph's attitude with students.
   Made them feel important.
   Eliminated many of the myths and rumors.
   Made my students look forward to seventh grade.
   Gave me an opportunity to meet teachers and discuss their concerns as well as mine.
   The program was best ever, but it cut into my instructional time more.
   Liked meeting junior high teachers--first time for me.
   Improved my attitude toward secondary teachers.
   Gave me a chance to discuss skill expectation of what was expected of my students.
   Positive articulation of elementary to junior high school.
   Students enjoyed seeing former students.

4. Would you be willing to adopt this as standard orientation procedures for sixth grade? Yes 15 No 0

5. Do you feel students benefited from the orientation program? Yes 15 No 0

ORANGE UNIFIED SCHOOL DISTRICT
AREA SUPERINTENDENT'S OFFICE
EL MODENA-VILLA PARK

To: Sixth Grade Students May 28, 1976
La Veta, Parkside, Jordan, Prospect
Linda Vista, Panorama & Esplanade
From: Mr. Joseph, Area Superintendent
Subject: Evaluation of Junior High Orientation Activities

You will remember in early February I came in and discussed your next educational step to the junior high school. We talked about your feelings and things you had heard.

The past few months you have had dealings with junior high staff and students. I would like to get your answers to the following questions:

1. Did the film strip "Getting Ready for Junior High" prove to resemble some of your experiences as you visited the junior high for the first time?
Yes 190 No 20

2A. Was the visit by the principal, Mr. Alvarez, and the counselor, Mr. Fox, informational and helpful?
Yes 204 No 6

2B. Do you feel the visit to the Santiago Junior High School as a sixth grader was of value to you?
Yes 96 No 9

3. Were the counselors helpful in explaining next year's program to you? Yes 200 No 10

4. Did the student ambassadors, many who were at your school as sixth graders last year, help to disspell your fears about fighting, gangs, mean teachers, and other stories you have hear? Yes 201 No 9

5. Please list what you liked the best in your visit to the school:

Band performance	50
Industrial arts display	12
Art exhibit	15
Meeting the sixth grade ambassadors	25
Drama presentation	16
P.E. presentation	26
Touring school	40
Meeting some of the teachers	30

Only the feeder schools to Santiago Junior High were exposed to the visitation.

APPENDIX F-5

FALL EVALUATION OF TENTH GRADE STUDENTS AT EL MODENA HIGH

APPENDIX F-5

ORANGE UNIFIED SCHOOL DISTRICT
Area Superintendent's Office

Dear Sophomore:

Last spring as a 9th grader you were brought to the El Modena campus for an orientation program.

You have had two weeks of high school experiences behind you. In order to improve the 9th grade orientation for this year, will you please react to this questionnaire.

A. Do you feel the orientation as a 9th grader was helpful?

1. very much 2. very 3. satisfactory 4. of little value

B. Can you list some of the ways the visitation was helpful to you?

____

____

____

C. What could have been included that was not? ____________________

____

____

D. Do you feel it should be continued this year for students at Santiago and McPherson?

Yes No

E. Do you feel you received sufficient counseling on your course selections from your counselors?

Jr. High Yes No
Sr. High Yes No

F. Any other comments you would like to make ____________________

____

____

____

Thank you for your cooperation!

LJ:ce
9/27/76

SURVEY RESULTS--EL MODENA HIGH

Question A: Do you feel the orientation as a 9th grader was helpful?

1.	Very much	10
2.	Very	8
3.	Satisfactory	17
4.	Of little value	1

Question B: Can you list some of the ways the visitation was helpful to you?

1. To show you around so you could get to know it a little.
2. To look around the campus.
3. It helped me to know where the classes are.
4. It helped me to get more acquainted with the campus and some of the people.
5. I found out about art and where a few of the classes are.
6. We got a little more familiar with the school grounds. We got to know who a couple of the teachers were.
7. Getting to know the people who are in charge.
8. I got to meet some of the football team and coaches.
9. It got me to know more about where the classes are and who the teachers are.
10. I learned where the basic areas were. I met a lot of good people. And teachers--there was a good impression given.
11. Got to know what classes there are. Got to know where classes are.
12. It helped me get acquainted with my surroundings and to decide which classes to take.
13. It helped me get to know the campus, decide which classes to take, and find out where the different classes are.
14. Familiarized you with the campus and made you aware of the different programs and classes offered.

15. It helped me to find out what the school was like and to find my classes.

16. Find where your rooms were. How big was the campus.

17. I knew my way around when I came here at the beginning of 10th.

18. It showed me what was offered.

19. Learned about high school and some of the classes.

20. Got familiar with the campus and classes.

21. Found where assemblies are held.

22. Well, it showed me where some of the things around the school were.

23. I found out how the classes were going to be.

24. You saw what the campus was like.

25. I got to know a little about the school and classes.

26. To meet some teachers and to see the campus.

27. I got to know where everything was and some of the people.

28. I saw some of the various activities and clubs.

29. I saw some activities going on like band and drill team. Also, I got to see where some of the classes were.

30. I was able to find certain rooms ahead of time.

Question C: What could have been included that was not?

1. A little more time to find out where I'm at.

2. It could've used more time.

3. More of touring and how it's run.

4. Where classes are.

5. Nothing I can think of.

6. To know what our classes are before we start.

7. Speaking with students.

8. Things other than classes or Pep Squad--other things and activities involved at El Modena.

9. Things about the student government activities.

10. Telling us where we're going to get our lockers.

11. Tours of basic buildings and offices. Description of cafe. system.

12. I don't know. It was pretty good last year the way it was.

13. We should've met some of the student body officers.

14. There should be more time to look at different classes, not just a couple of them.

15. To be shown around the campus a little more.

16. I think we should've visited more classes and classes with students inside.

Question D: Do you feel it should be continued this year for students at McPherson and Santiago?

Yes 35   No 0

Question E: Do you feel you received sufficient counseling on your course selections from your counselors?

Junior High: Yes 27   No 4   Kind of 1
Senior High: Yes 13   No 3

Question F: Any other comments you would like to make:

1. I think El Modena is a good school, but it is overcrowded.

2. I had no counseling.

3. El Modena is one super school.

4. It was a good way to make friends with other kids and teachers.

5. The classes I went to really didn't show what the class was like.

6. That we could get lockers soon--I'm still waiting for mine.

7. Why don't we keep the same locker for three years? When the new sophomores come, they can get the old seniors' lockers.

8. It was really a lot of fun. We should do it every year.

9. I think we should have been told a little more about the classes offered and what was required and when it's best to take everything.

10. I think we should've got to meet some juniors and seniors so that on the first day of school if we couldn't find our classes they could help us.

11. It was really worthwhile.

12. It was fun and worth it--continue it because the 9th graders will benefit from it.

APPENDIX F-6

FALL EVALUATION OF TENTH GRADE STUDENTS AT VILLA PARK HIGH

APPENDIX F-6

ORANGE UNIFIED SCHOOL DISTRICT
Area Superintendent's Office
El Modena/Villa Park
September 27, 1976

Dear Sophomore Student:

We are trying to improve your first experience and introduction to high school. With two weeks of experience behind you, will you please react to the following questions?

A. Would a visit to the campus and a program in the gym in the spring as a 9th grader at Cerro Villa or Peralta be of any benefit to you?

Yes 25 No 13

B. What was a serious problem or frustrating experience for you at high school?

1. Not knowing where anything was.
2. Trying to understand the new classes.
3. Just the way other people think of you. They look on the outside of a person and not on the inside; if only people got to know me, they would most likely like me.
4. Getting my ASB card because they didn't have my picture so I got a picture and now the pictures aren't ready and I still don't have one. By the way, you can't do anything if you don't have a ASB card.
5. Crowded lockers; math buildings are too far away from the rest of the school.
6. It was too crowded waiting in lines or going up and down stairs.
7. Too many people. You are always getting pushed or pushing your way to get somewhere.
8. Getting in and out of the lockers.
9. Registration.
10. Couldn't find the bathroom.
11. All the girls were going for the older guys.

12. Trying to gather up your computer cards to get into the period and class you want.

13. My serious problem was registering the first day of school; I didn't have any classes at all till the next day.

14. Trying to get a class changed and when getting my schedule all put together.

15. Getting to know my way around.

16. Registration was the worst.

17. Getting your classes.

18. Getting to class on time after snack 'cause unable to hear bell.

19. My 2nd and 5th periods were changed without me even knowing it.

C. Do you feel you received sufficient counseling to select a course of study for the 10th grade?

Junior High: Yes 25 No 11
Senior High: Yes 26 No 9

D. Did you feel welcome your first week of school?

Yes 34 No 5

E. List some positive experiences during registration and the first two weeks of school.

1. Some people were very nice in helping me find my classes. Teachers were nice and students alike.

2. I met new friends, found out how nice my teachers are, got involved with class discussions.

3. I got the classes I wanted.

4. Counselors are there to help you when you need them.

5. The teachers seemed to be real nice, and that's the way they have been so far.

6. Everyone seemed to be so nice at registration, and they made it really easy in selecting classes.

7. It goes pretty smoothly if you follow directions.

8. Easy registration, smooth and no problems. Mostly good teachers, one bad.

9. Getting all my classes. Settling down early. Much more spirit. Well organized. Fun.

10. How you get to pick your teachers.

11. Knowing what classes I would get. Getting involved.

12. Walked around the school.

13. Joined water-polo. Got pretty good classes and teachers.

14. Started work almost immediately. Helps get done easier. Larger quantity and quality of food at smaller cost. The Advisory, advisory sounds very interesting.

15. The teachers were very friendly and understanding.

16. You felt very welcome and if you needed help, it was there.

17. The people who help at registration.

18. I found all my classes with no trouble.

19. Nice campus.

F. List some negative experiences during registration and the first two weeks of school.

1. Some students were not nice at all.

2. Cramming in to get to my locker, people putting me down.

3. You are not sure how to sign up for classes.

4. Being hit with all those tests without any review. It's really hard to think back over the summer.

5. Too crowded at registration.

6. It was crowded.

7. All the sophomore chicks are stuck up.

8. I was bored. The locker rooms are way too small. I've seen a lot of empty lockers, and the sophomores have to share.

9. Gathering computer cards.

10. Trying to get a class changed. When getting your schedule all put together.

11. Nothing, but some kids aren't nice.

12. During registration, it was so confusing, and no one told you what to do or how to do it.

Thank you for your cooperation!
Mr. Lou Joseph

APPENDIX F-7

FALL EVALUATION OF SEVENTH GRADE STUDENTS
AT MCPHERSON JUNIOR HIGH

APPENDIX F-7

ORANGE UNIFIED SCHOOL DISTRICT
Area Superintendent's Office
El Modena/Villa Park
McPherson Junior High

A. Do you feel the orientation given you as a sixth grader was helpful? (For example, student ambassadors, junior high counselors visiting with you, visit to programs at junior high)

1.	Very much	12
2.	Very	21
3.	Satisfactory	13
4.	Of little value	--

B. Can you list some of the ways the above was helpful?

1. By meeting my counselor. Knowing some things about McPherson Junior High School.
2. It helped a lot of things I really would need to know before I got there.
3. By knowing what kind of classes were available and what they would be like.
4. They told us what it was like.
5. Preparing me for the 7th by telling how to open lockers.
6. They made it clear about the dances, etc.
7. The ambassadors told me a little about McPherson so I wasn't so scared.
8. The counselors and the student ambassadors were helpful.
9. Visiting Jr. High. I think they did a good job, but you've got to experience it to know.
10. The counselors and the visit were helpful.
11. It told me what to expect.
12. It was helpful when the counselors came and talked to us.
13. They explained about lockers and how to find classes.

14. Because they told us what it would be like at McPherson.

15. They told you about the classes and the lunches available.

16. I felt I was more acquainted with the school.

17. It tells you more about the school and what it's like.

18. What the counselors said helped me.

19. Well, I knew what I was going to do at school.

20. They were pretty helpful.

21. They told about lockers and classes.

22. To know that the counselors would help you.

23. Knowing what to do about certain things.

24. I wasn't as scared as I was at the start.

25. Knowing the campus, lockers, clubs.

C. What could have been included that was not?

1. Some more things about what the electives were about and more about tardies and bell schedule.

2. Nothing, everything was fine.

3. About P.E. and everything.

4. They could have made it clearer about the lockers.

5. I think they did a very good job.

6. They should have showed us around the school.

7. How that first day lockers sometimes don't open and not to worry about it.

8. Let them come over and watch us a whole day to see what we're doing.

9. They should have told us the lunches were not very good in the cafeteria.

10. Teachers could have been more friendly.

11. They were helpful.

12. Night dances.

D. Do you feel a visit to the junior high school would be of value to you?

Yes 38 No 7

E. Do you feel you received sufficient information on courses and help from your counselors?

Yes 40 No 3

F. Did you feel welcome the first week of school?

Yes 30 No 15

G. Name one frustrating experience during the first week of school:

1. I really couldn't get my locker open. I couldn't find my classes.
2. Not being able to find where to go to find out what classes you get on your card.
3. I couldn't find my classes. I couldn't find my way around the school. My locker wouldn't open.
4. I couldn't remember my class numbers and places.
5. I didn't know how to open my locker and didn't know anyone.
6. Getting to classes on time (mainly first period because I wasn't used to getting up so early).
7. I couldn't get my books organized.
8. Too much explaining.
9. Opening my locker.
10. Trying to open my locker and get to the right class on time.
11. There wasn't any.
12. When I got D and F on my first two science tests.
13. The first day I could not trust anything to my locker.
14. Opening my locker, finding P.E. clothes, at lunch you really didn't know where exactly to sit.
15. Getting my classes mixed up.

16. When I was trying to find my classes and when I couldn't get my locker open.

17. I couldn't find my classes.

18. I didn't know where the quad area was.

19. I couldn't remember everything every teacher told me to remember.

20. One of my teachers was frustrating.

21. All the teachers were very frustrated.

22. Learning the schedule for classes.

23. Trying to find classes and get there on time.

24. The ninth graders.

25. My locker didn't open for a week and a half.

26. When I heard about the night dances and the 7th grade can't go.

H. Did the myths, stories and rumors you heard about the 7th grade as a 6th grader materialize?

Yes 5 No 34 Some 9

If yes, what was it?

1. I thought the lunches were bad.

2. If I went into the bathroom, I would be mugged.

3. Not yet.

4. That P.E. was tough.

5. Parts of bikes ripped-off.

6. Some of them were true, some were not.

I. Any other comments you would like to make:

1. This is a nice school.

2. It is a lot more fun than I expected.

3. A lot of homework.

4. Bad rumors you hear are not true.

5. Why can't 7th graders go to night dances?

APPENDIX F-8

FALL EVALUATION OF SEVENTH GRADE STUDENTS
AT SANTIAGO JUNIOR HIGH

APPENDIX F-8

ORANGE UNIFIED SCHOOL DISTRICT
Area Superintendent's Office
El Modena/Villa Park
Santiago Junior High

Dear Seventh Grader:

Last spring, as a sixth grader, certain procedures were done to make your beginning experience at the junior high a satisfactory one. You have had four weeks of junior high school experiences behind you. In order to improve the junior high orientation for this year, will you please answer the following questions:

A. Do you feel the orientation given you as a sixth grader was helpful? (For example, student ambassadors, junior high counselors visiting with you, visit to programs at junior high)

1.	Very much	5
2.	Very	5
3.	Satisfactory	16
4.	Of little value	3

B. Can you list some of the ways the above was helpful?

1. You knew what the school was like, and you knew where you were going.
2. To know what to look for.
3. They told me how things were going to be and how they were run.
4. I thought the ninth graders would pick on me.
5. It helped me know what I was going to be doing and what it would be like.
6. I knew what to expect.
7. It kinda helped you understand things you didn't.
8. You weren't so scared and you knew something about what was going on here.
9. They told us how the classes would work and when they ended and how long the classes would last.
10. By telling us the locker numbers.
11. By telling us about the lockers and counseling.

12. You knew where most everything is.

13. I knew what to expect when I got there.

14. I knew how to sign up for the school.

15. I knew what to do when I got there.

16. Going to the school to visit.

17. It didn't help me very much.

18. It helped us knew that someone was going to help us if we were lost and didn't know what we were doing.

19. Told me how things were going to be.

C. What could have been included that was not?

1. Having us look at the books we would use.

2. They could have shown us how to get around the first day of school.

3. A map the first day of school.

4. Showed where the classes were.

5. Explained why we have 7 different classes instead of 1.

6. Could have bought something at the nutrition stand.

7. Saw a junior high school play or assembly.

D. Do you feel your visit to the junior high school as a 6th grader was of value to you?

Yes 23 No 5

E. Do you feel you received sufficient information on courses and help from your counselors?

Yes 18 No 9

F. Did you feel welcome the first week of school?

Yes 14 Kind of 4 No 9

G. Name one frustrating experience during the first week of school.

1. Opening my locker and getting to know the people.

2. Kids and people rushing around. Trying to get familiar with my classes and where they are.

3. It was hard to remember where my classes were at first.

4. Trying to find out where to join a club.

5. I had a memo pad. It was found missing along with some pencils and pens.

6. Getting my locker open.

7. People staring at you, and it was hard to find the classes at first. Sometimes opening locker too.

8. Felt unwelcome.

9. Getting to know the teachers and students.

10. I got metal shop for a class and I hated it 'cause it was so boring, so I got transferred.

11. The 9th graders push and shove in the halls.

12. Too much work.

13. Finding my classes.

14. I didn't know how to open my locker.

15. Going to each different class the first week.

16. I got a detention.

17. It was very hard to remember where my classes were. And my combination to all my lockers.

H. Did the myths, stories and rumors you heard about the 7th grade as a 6th grader materialize?

Yes 15 No 13

If yes, what was it?

1. That junior high is rotten, and it is.

2. I don't want to talk about it.

3. That you get picked on as a 7th grader.

4. About showers and lots of fights.

5. I heard it was pretty scary, like you have 7 different classes.

6. That we had to take showers.

I. Any other comments you would like to make:

1. If you add on any other buildings, try not to make them look like jail cells!!!
2. The way they have the math arranged for a kid above average in math should get an A and get another grade for that level, like AB.
3. This is a lot better school than I heard it was.
4. I feel welcome now.
5. Now that I'm in Santiago, I like it.
6. I like the nutrition stand. It has many different kinds of food.
7. There are some pretty nice people at Santiago Junior High School.